



مدرسة جيمس الدولية – شارع الخيل
GEMS International School
AL KHAIL



Secondary School Handbook 2024 - 2025





Welcome to GEMS International School - Al Khail.

Dear Parents/Guardians,

On behalf of the faculty and staff, it is my honor and privilege to welcome you to GEMS International School (GIS).

At GIS our mission is to develop lifelong learners who engage in meaningful learning experiences that build compassion, resilience and understanding of their role in our ever changing global community.

Our vision as a GEMS International Baccalaureate World School, is to provide exceptional quality education for an international community.

GEMS International School is built around the GEMS Core Values of:

- Global Citizenship
- Pursuing Excellence
- Growing by Learning
- Learning through innovation

We believe that respect, trust and ambition are key in every international school. This leads to confidence, risk-taking and creative thinking, within a safe and secure environment. Our teachers and administrative staff are one big team and we have the best interests of your child at heart. The child is at the core of our decision making and we sincerely hope that you also engage regularly with the school. Regular two-way communication ensures that you are well aware of every aspect of your child's educational journey and share in all the successes along the way.

Our Secondary Team has been assiduous to every detail of school preparations and we are so excited not only for our tenth anniversary and our selection as finalists in the award for Best IB School in the UAE , but also for all that the new school year will bring in academic, pastoral, artistic and sporting endeavors!

With kindest regards,

Mr Simon Herbert
Head of School/CEO
GEMS International School



Secondary School Handbook 2023 - 2024.....	0
Welcome to GEMS International School - Al Khail.....	1
Overview of GEMS International School – Al Khail.....	6
The IB Learner Profile.....	7
GEMS Core Values.....	8
The School Day.....	9
Homeroom.....	10
Attendance Policy.....	10
Absences.....	10
Procedures for non-attendance.....	11
Student Drop-off & Pick-up.....	12
Late Arrival/Early Pick-Up.....	12
Late Pick-Up.....	12
Students Leaving School Unaccompanied by an Adult.....	12
Collecting Younger Siblings.....	12
Visiting students.....	13
Uniform (dress code).....	13
Grades 6 to 10 Uniform.....	13
Grade 11 and 12 Uniform.....	13
Physical and Health Education (PHE) Uniform.....	14
Swimming Uniform.....	14
Personal Presentation:.....	15
Lost and Found.....	15
Extra-Curricular Activities.....	15
Educational Field Trips.....	15
Week Without Walls (WWW).....	15
Student Representation & Leadership.....	16
Student Executive Leadership Team (StuELT).....	16
Student Leadership Committees (StuLC).....	16
House Captains.....	16
Home-school Partnership.....	16
Communication.....	16
Email.....	17
In writing.....	17
Phone.....	17
ManageBac.....	17
GEMS Parent Portal & GEMS Connect.....	17
School Calendar.....	17
WeRGIS Weekly Newsletter.....	17
The Link.....	18
Twitter and Instagram.....	18
Parent-Teacher Conferences (PTCs).....	18



Contacting the School.....	19
Academic issues/concerns.....	19
Pastoral issues/concerns.....	19
Change of Contact Details.....	20
Parent Involvement.....	20
Extended Parent Absences.....	20
Key Secondary School email addresses.....	21
Pastoral Support.....	21
Heads of department.....	21
Other key contacts.....	22
Key Senior Leaders for Secondary School.....	22
Assessment.....	23
Grading Procedures in the MYP.....	23
Grading Procedures in the DP.....	23
Grading Procedures in the CP.....	23
Report Cards.....	23
Academic Integrity.....	26
Academic Responsibilities.....	26
Extended Learning.....	26
ManageBac.....	26
Completing Assignments and Projects.....	27
Assignment and Project Deadlines.....	27
Missed Assessments.....	27
Deferred Assessments.....	27
Standardized Testing.....	27
Measures of Academic Progress (MAP) Tests.....	27
Service Learning.....	28
Conduct Expectations.....	28
Integrity at GEMS International School - Al Khail.....	28
Culture of Responsibility.....	28
As a student, I will endeavour to:.....	28
As a member of the faculty and administration, I will endeavour to:.....	29
As a parent, I will endeavour to:.....	29
Environmental Responsibility.....	29
Sustainability Creed.....	29
Parent/Guardian Code of Conduct.....	30
Purpose.....	30
The Role of Parents and Guardians.....	30
Standards of behavior.....	30
Sanctions.....	31
Navigating Relational Conflict & Bullying.....	31
Anti-Bullying Policy.....	32
What Is Bullying?.....	32



Some Types and Examples of Bullying.....	32
Verbal Bullying.....	32
Social Bullying.....	32
Physical Bullying.....	32
Cyber Bullying.....	32
Racial/Ethno-Cultural Bullying.....	33
Sexual Bullying.....	33
Religion-Based Bullying.....	33
Procedures for Safe Reporting of Bullying.....	33
Policy Statement.....	33
Consequences for Bullying behavior.....	33
Students' Core Rights.....	33
Positive Behavioral Interventions and Supports (PBIS).....	34
Tiered Support System.....	34
Tier One (all students).....	35
Tier Two (targeted support).....	35
Tier Three.....	35
Secondary School Behavior Categories and Interventions.....	36
Procedures and consequences related to smoking, vaping and distribution of related paraphernalia.....	40
Behavior Reports & Action Plans.....	40
Supported Reflection.....	40
Suspension.....	41
Break periods.....	41
Healthy Eating.....	41
Drugs & Alcohol.....	41
Leadership Eligibility.....	41
Acceptable Technology Use.....	41
Ethical Conduct.....	42
Educational Use.....	42
Respect for Others.....	42
Respect for Security.....	42
Software installation.....	43
Software copyright.....	43
Hardware.....	43
Audio visual hardware.....	43
Internet/World Wide Web usage.....	43
GIS Online Code of Conduct:.....	43
Bring Your Own Device.....	44
Mobile Phones and BYOD Devices.....	44
Student Support.....	44
Academic attainment.....	44
Emotional Well-Being.....	45
Specialist Student Support Services.....	45



Support for Students of Determination.....	45
Counseling Services.....	45
Guidance Services.....	45
English Language Learners (ELL).....	45
Enrolment.....	46
Class placement.....	46
Withdrawing from School.....	46
Transfer Certificates.....	46
Health, safety and security.....	47
Fire Alarm.....	47
Lockdown.....	47
Security.....	47
GIS MyHealth.....	47
Medical Services.....	47
School Nurse.....	48
Medication.....	48
Student Illness and Injury.....	48
Food Allergies.....	48
Bus Travel.....	49
Student conduct on bus service.....	49
Possible consequences for misconduct on buses:.....	49
Traveling on the Bus With a Guest.....	49
Complaints Procedures for Parents and Legal Guardians.....	50
GEMS INTERNATIONAL SCHOOL PARENT & STUDENT CONTRACT.....	51
As a parent, I will endeavor to:.....	51
As a student, I will endeavor to:.....	51
Acceptable Technology Use Agreement.....	52
As a student at GIS, I acknowledge that:.....	52
Conduct Expectations.....	53
Integrity at GEMS International School - Al Khail.....	53
Culture of Responsibility.....	53



Overview of GEMS International School – Al Khail

Mission Statement

To develop lifelong learners who engage in meaningful learning experiences that build compassion, resilience and understanding of their role in our ever-changing global community.

Vision Statement

Providing an exceptional quality education to an international community.

Statement of Philosophy

We exist to serve the educational needs of the families living in our community and we are most successful when we personalize learning and provide memorable experiences for students and their families. We believe a holistic perspective is best and attend to the intellectual, emotional, social, physical, artistic, creative and spiritual development of each student. International education is special – featuring deep understandings, transferable skills and in our case, the attributes of the IB Learner Profile. Our students are talented and come with high expectations; our programs must challenge, excite, motivate, and inspire high standards of scholarship. We recognize that some students will need extra support in order to experience success, and we feel that our matriculation programs will provide effective, recognizable pathways to top colleges and universities globally while preparing students for life's possibilities that may exist elsewhere. Our graduates will have the opportunity to change their world and therefore need to develop the values to guide action alongside the tools to be effective.

We support our philosophy through:

- The programmes of the International Baccalaureate organization
- A caring, safe, fair and inspiring learning environment for all
- A developmental, student-centered approach to learning offering support and appropriate challenge
- A comprehensive curriculum aimed at the acquisition of critical content, transferable skills and enduring understandings
- The development of independent and collaborative learning skills and self-regulation of the learning process
- Nurturing a strong sense of self-esteem, personal integrity and a respectful, caring attitude toward others
- Developing an appreciation for service, diversity and sustainability
- A purpose-built facility with access to industry-standard hardware and software

Our success is based on:

- A culture of respect, trust and ambition for all
- Teamwork including collaboration with parents (parent engagement)
- Passionate, engaged teachers committed to personalizing learning
- Generating and using student data to inform interventions
- Student engagement, commitment and motivation
- A rich and engaging formal and informal curriculum providing for choice and personalization of learning
- Continuous learning and professional development (for parents too!)
- Using emerging technologies, developing new pathways to learning, inviting innovation
- Inclusive participation of our community





The IB Learner Profile

The aim of each IB programme is to develop internationally-minded learners who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

At GEMS International School - Al Khail, learners strive to be:

Inquirers

We nurture our curiosity, developing our skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinker

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.





GEMS Core Values

GLOBAL CITIZENSHIP – we believe in promoting diversity and building communities.

We respect, care and have empathy for all, accepting that we are all different but recognizing that we are all the same. We see active participation in the community, from the most local to the most global, as the foundation of a valuable life. We celebrate diversity. We take pride in being generous. We believe social, cultural, economic and environmental awareness prepare us to play our part in shaping a sustainable future for ourselves and those around us.

GROWING BY LEARNING – we believe that continuous learning is the fuel for continuous growth.

For us learning is about acquiring the knowledge, skills, behaviors and incite to expand our horizons and help us to grow. To grow, we must be open to learn. We foster the spirit of enquiry, encouraging equally creative and critical thinking. We value the mental agility to stay flexible in the face of change, adaptable in our relationships with others and nimble in our ability to put ideas into action.

PURSUING EXCELLENCE – we believe that great just isn't good enough.

We see being great at something as a starting point, not an endpoint. We believe in having high standards, and aspiring to be the best we can be. We strive to build resilience and strength of character, the moral compass to do the right thing, even when it's not the easy thing to do. We take accountability for our performance, and set ourselves goals we know we can't achieve yet, because we know that, by stretching to meet them we can get further than we imagined.

LEADING THROUGH INNOVATION – we believe the world needs more innovators.

Innovation requires bold thinking, fresh ideas and brave leadership. It's about entrepreneurship, finding better ways of doing things, and doing them. To make a real contribution to a better future we must lead individual by individual, idea by idea, taking calculated risks, spotting opportunities, and acting decisively. Knowing that, by relentlessly exploring our passions, we will open up new possibilities.



The Secondary School

Our Secondary School provides a responsive and nurturing environment. The unique needs of adolescents and young adults are addressed in everything that we do. Learning is worthwhile and rewarding. Students learn to use initiative, to think and act with intelligence, to express ideas and feelings in a socially acceptable manner and to accept responsibility for their actions and the consequences of them. We promote honesty and integrity, develop citizenship and leadership skills.

The Secondary School academics is based on the International Baccalaureate Middle Years Programme (MYP), Diploma Programme (DP), and Career Related Programme (CP) and a range of international standards and benchmarks, with a focus on deep understandings and transferable skills. Our academic program intends to build skills and understandings around literacy, numeracy, creativity and sustainability, while also ensuring balance across the Learning Areas.

The School Day

The school day for all grades commences at 8:10 am. Dismissal time is 3:15pm. The hours for after school activities can vary but most activities begin at 3:20pm and end at 4:15pm. Some activities conducted off-campus may finish later. GIS Secondary School follows a five day timetable, with lessons being 45 minutes.. Please note that we have an early release each Friday in line with UAE working regulations.

Outside of normal school hours, in cases where students are not enrolled in scheduled Extra Curricular Activities, the school cannot supervise students. If staying in-school, we request that students are under parental supervision at these times.

Figure 1. Timings for GIS Secondary School

LESSON TIMES 2023/24			
Monday to Thursday		Friday	
Homeroom	8:10 - 8:20	Homeroom	8:10 - 8:20
Period 1	8:20 - 9:05	Period 1	8:20 - 9:05
Period 2	9:05 - 9:50	Period 2	9:05 - 9:50
Period 3	9:50 - 10:35	Period 3	9:50 - 10:35
Break	10:35 - 10:50	Break	10:35 - 10:55
Period 4	10:50 - 11:35	Period 4	10:55 - 11:40
Period 5	11:35 - 12:20		
Period 6	12:20 - 13:05		
LUNCH	13:05 - 13:45		
Period 7	13:45 - 14:30		
Period 8	14:30 - 15:15		



Homeroom

In each grade level, students are allocated to a class, known as their 'homeroom'. Each homeroom is assigned a 'homeroom teacher', who serves as the primary advisor and advocate to the students in their homeroom class. The homeroom teacher meets with their homeroom class daily, during the morning registration period. This connection provides opportunities for check-ins and feedback, in addition to the dissemination of information and guidance. Students also meet with their homeroom teacher for weekly 'advisory' periods.

"Broadly defined, advisory programs are configurations in which an adult advisor meets regularly during the school day with a group of students to provide academic and social-emotional mentorship and support, to create personalization within the school, and to facilitate a small peer community of learners" (Shulkind & Foote, 2009).

At GIS, homerooms and homeroom teachers nurture students' self-advocacy, within an inclusive and cooperative community of learners. In addition to nurturing a caring and inclusive environment, some primary roles of the homeroom teacher include monitoring the academic, social and emotional developments of students, encouraging their participation in co-curricular and service opportunities, and serving as a liaison between the school and home.

As a parent, your first point of contact with the school should be your child's homeroom teacher. It is essential to your child's development that you maintain a collaborative relationship with their homeroom teacher.

Attendance Policy

GIS and GEMS Education recognises that regular attendance and punctuality at school is important to the well-being and safety of all of our students and enables them to access the opportunities made available to them at school. Attendance is monitored closely and action is taken where concerns are raised.

A good record of attendance and punctuality, coupled with active participation in learning activities is essential to student development and success. The KHDA stipulates that 'good' attendance is equal to or greater than 94%. Full attendance is important because the experiences that occur in the classroom cannot be replicated. GIS teachers can best support learning when students meet this fundamental expectation, and so, all GIS students are expected to be at school on time, attend every class and meet their commitments to co-curricular activities. Attendance at all assemblies, advisory periods and scheduled meetings is also compulsory for all students.

Absences

It is the responsibility of Parents/carers to notify the school on the first day of an unplanned absence. Notification should be made by 8:00 am or as soon as practically possible. Notification for absence for secondary students can be done by submitting a [Secondary Leave Request](#).

Unplanned absence of no more than 3 days can be authorized unless the school has a genuine concern about the reason for the absence. If the authenticity is in doubt (even short term), the school may ask parents to provide evidence, such as a doctor's note, appointment card or other appropriate form of evidence. The Attendance Secretary will not ask for evidence unnecessarily. If the school is not satisfied about the authenticity of the absence, it will be recorded as unauthorized and parents will be notified of this in advance.

Where a student has an unplanned absence from school for 3 or more days, a medical certificate is required to be submitted to the Attendance Secretary on the day the student returns to school. When a planned assessment is missed, a medical certificate is required regardless of how many days are absent.

A child that does not attend school, without an acceptable cause, is considered a safeguarding concern. If a child is absent or is planning to be absent from school, the parent must follow the guidelines outlined above.

If a student has been marked absent, and no notification has been received, the school will attempt to make parental contact on the day to ascertain the reason for absence/lateness and enter the appropriate code using



the guidelines within. The parent will be reminded of the importance of contacting the school Attendance Team in future.

If the child is not seen and contact has not been established with any of the named parents/carers, after three consecutive days of absence the school will alert the appropriate agency.

GIS will make all reasonable enquiries to establish contact with parents/carers and the child, including making enquiries to known friends and wider family.

Procedures for non-attendance

Reason for Absence	Parental Responsibility	School Action
Student arrived late to school between (8:10 & 8:30 am)	Parent/carer must notify attendance before 8.30 am	Lateness recorded *Repeated lateness will be met with a detention. *Repeated lateness is a safeguarding concern and will be addressed accordingly.
Student arrived late to school after 8.30 am	Parent/carer must notify attendance before 8.30 am	Detention *Repeated and significant lateness will require a meeting with the Grade Level Leader. *Repeated lateness is a safeguarding concern and will be addressed accordingly.
Student is ill and, therefore, will not be able to attend school	Parent/carer must notify attendance before 8.10am each day of absence (The school can request parent/carer to provide medical evidence to support illness for 3 or more days absent)	None
Student is ill and, therefore, will not be able to attend school and will miss a planned assessment	Parent/carer must notify attendance before 8.00am and provide a medical certificate on the return to school	If a medical certificate is not provided, the teacher is under no obligation to accommodate a resit.
Student has a medical or dental appointment, or needs to leave school for a medical appointment	Parent/carer should avoid making appointments during school hours as this affects student attendance. Parent/carer must provide a medical note to the Attendance Secretary at least 24 hrs before the appointment for this to be an authorized absence.	If 24 hours notice is not provided, a student will not be released from class early or a days absence will be recorded against the student
Student is going on holiday during term time	GIS will not authorize any holiday during term time. Leave may be granted in exceptional circumstances and will need to be requested in writing with supporting documentation. If leave is granted, no more than 5 working days in any year will be authorized	A note of concern may be issued in cases where absence has not been authorized by GIS and may result in the student repeating the year as per KHDA regulations



Death or serious illness of a family member	If the leave request is approved it will only be granted for death/illness of a close family member for a maximum of 5 working days. Documentation will be required.	These will be considered on a case by case basis.
Representation on external sporting/cultural team	Parent/carer must provide documentation from the relevant sporting governing body to support their request for leave. Failure to do so will see the leave being denied	Student is required to ensure that all academic work is on track
Religious observance	Parent/Carer must apply for this leave at least 3 days prior	

Student Drop-off & Pick-up

Late Arrival/Early Pick-Up

For health and safety reasons, students arriving to class after 8:10am must sign in at reception, so that their attendance may be recorded. Where you anticipate the late arrival of your child to school, we request that you call the school or submit a [Secondary Leave Request](#) between 7:30-8:00 am.

If students need to leave school before 3:15pm (or 11:40 on a Friday), parents must communicate this with advanced notice by submitting a [Secondary Leave Request](#). The Attendance Secretary will prepare the exit paperwork, upon approval.

Late Pick-Up

At the end of the school day, GIS staff are regularly engaged in their own professional development, facilitating extra curricular provision for students or undertaking planning and assessment of teaching and learning. For this reason, we request that students are collected promptly, so that they are not unsupervised on the school campus.

Students Leaving School Unaccompanied by an Adult

In order to exit the school campus independently of registered parents/guardians, students must possess a 'gate pass'. Gate pass requests must be submitted by a registered parent/guardian via the [Secondary Leave Request](#) form. Requests must be submitted in advance, enabling the Attendance Secretary to prepare the gate pass. By requesting a gate pass, parents authorize the school to release their child(ren) from the school campus independently and, in doing so, accept the risks associated with which.

Collecting Younger Siblings

If you wish to make arrangements for your Secondary School-age child to collect a younger sibling, we request that you make this clear in your email correspondence to gis_secondaryleaverequest@gemsedu.com. If the younger sibling is also in the Secondary School, please include their name in the email. If the younger sibling is in the Primary School, Please include their Homeroom Teacher in the email.

Please note that Primary School students will not be permitted to leave the school premises, unaccompanied.



Visiting students

GIS students wishing to bring friends, relatives and/or family members to join them during a given school day must obtain school permission at least 24 hours prior to the visit. The relevant paperwork must be completed and signed by a parent/guardian, who accepts responsibility for the behavior of the visiting party. Paperwork is available with the school registrar (registrar_gis@gemsedu.com) and permission will only be granted by a member of the Secondary School Leadership Team. It may be deemed as inappropriate to have visitors in school on certain days of the school year and, in such cases, requests may not be authorized.

Uniform (dress code)

At GIS, we believe that a school uniform promotes a unified community and improves school spirit. A school uniform is required in all GEMS Schools. Clothing and accessories that conflict with the school policy are not permitted at GIS, unless otherwise communicated, and students may be asked to remove items, such as non-uniform hoodies or jackets. At all times, students are discouraged from wearing (or bringing) high-end fashion garments and accessories to school. Where students do not comply with or uphold the uniform expectations outlined below, the school will contact home to inform parents/guardians may be required to bring appropriate uniform to school, for the child to change into. Students will not be allowed to enter class until they are dressed appropriately.

Grades 6 to 10 Uniform

- Plain black shoes (no motifs, logos, or other decoration).
- Navy blue shorts or trousers for male students.
- Navy blue skirt or trousers for female students.
- GIS polo-shirt.
- GIS sweatshirt with school logo (optional)
- GIS zip jacket with school logo (optional)

Until students have the new GIS uniform, they may continue wearing the previous uniform:

- Plain black shoes (no motifs, logos or other decoration)
- Gray shorts or trousers for male students
- Gray skirt or trousers for female students
- Blue GIS shirt
- Striped GIS tie
- GIS sweatshirt with school logo (optional)
- GIS zip jacket with school logo (optional)

Grade 11 and 12 Uniform

- GIS white shirt, with school logo, fully buttoned
- Regulation navy blue trousers (no denim, leggings or sweatpants)
- Regulation navy blue skirts (knee length or longer) for female students.
- Royal blue tie
- Plain black shoes or plain black trainers (no white/colored soles, laces or other details)
- Black belt (when required)
- GIS cotton sweatshirt with school logo (optional)
- GIS zip jacket with logo (optional)
- GIS senior years jacket (optional)

Physical and Health Education (PHE) Uniform

- GIS PHE shirt
- GIS PHE shorts (plain compression leggings/tights may be worn underneath the PHE shorts)
- Sports trainers with non-marking soles
- GIS teamwear is permitted in PE lessons



- No jewelry is to be worn during PHE lessons

Swimming Uniform

- GIS swimsuit for female students
- GIS swim trunks/shorts for male students
- GIS swim cap
 - encouraged for all students, as they help to keep the pool drains, filters, and pumps clear of hair
 - Required for students with mid-length to long hair
- No jewelry is to be worn during swimming lessons

House Color Tee-shirt

*To be worn on designated days throughout the year.



On occasion, GIS may announce an alternate dress code (e.g. UAE National Day or 'Wear it Pink' for Breast Cancer Awareness). On such occasions, non-uniform items must comply with the stipulated expectations for the day and students are required to dress in a manner that respects the local culture and causes no offense to others. The following guidelines will apply at all times:

- No figure-hugging clothing, unless worn underneath suitably modest clothing
- No spaghetti strap tops (or similar), which expose the shoulders and/or clavicle
- No exposed torso
- No offensive logos or expressions on clothing
- No open footwear such as flip flops or slides
- No jeans



Personal Presentation:

During school hours and while representing GIS, the following guidelines apply:

- Make-up should be minimal
- Students with pierced ears may wear one pair of studs or small hooped rings (little finger should not be able to pass through the loop)
- Hair color must be natural colors only
- Body piercings and jewelry must be removed for PHE and Swimming lessons
- No visible tattoos
- No un-natural eye coloured lenses

**Students should seek approval/guidance from the GIS Secondary School Leadership Team if further clarification is needed.

Lost and Found

Personal items found in the school are collected and stored for collection at school. Valuable items are kept with the Security team at the Security Office.. Non-valuable items (including clothing, water bottles, lunch boxes, etc.) are made available at the 'lost and found' collection point opposite the entrance to the Indoor Sports Hall and Swimming Pool. Parents are encouraged to **label all items**, so that they may be easily identified when misplaced. Unattended school books will be returned to the TRC/Library for processing.

Extra-Curricular Activities

At GIS, students are provided with opportunities to develop their personal interests and abilities. Consequently, students are likely to establish connections and friendships with students who share the same interests; fostering camaraderie, along with an increased sense of purpose, belonging and well-being. The school offers a wide range of extra-curricular activities (ECAs) outside of curriculum hours. The available programs vary seasonally, and from year to year, according to supply and demand. Some activities incur a fee, whilst most school-provided activities are offered within the school framework at no extra charge.

The success of each ECA depends very much on the enthusiasm and commitment of students and their parents/guardians. Students are encouraged to attend at least one activity per term. This is particularly applicable to students in the Secondary School, where time is devoted to extramural pursuits and, as they progress through the MYP, DP and CP programmes, credits may be awarded to meet Service Learning requirements.

Educational Field Trips

To support our holistic development aims, learning areas plan field trips for students, aligned to curriculum content and providing extended learning opportunities. Where possible, educational field trips will be scheduled to take place during the school day, and so, students are expected to attend. While field trips may incur an additional cost, based on the nature of the trip, the school endeavors to maintain reasonable costing for all trips.

Week Without Walls (WWW)

GIS Week Without Walls (WWW) is open to all Secondary School students, excluding those in Grade 12. WWW offers students opportunities to engage in real-world experiences, outside of the normal school environment and which supplement their educational journey and holistic development. Residential and non-residential trips are offered locally, regionally and globally. Every effort is made to ensure a healthy variety of opportunities, which cater to the interests, expectations and budget of all families.

All students are expected to enroll in a WWW experience. Absence during the week will count against the students' attendance record - see [Unauthorized Lateness and Absence](#).



Student Representation & Leadership

GIS invests considerably in the development of its student leaders. We have an established and growing variety of student voice and leadership initiatives for students to engage with, across a variety of co-curricular areas of interest. Students are encouraged to engage in a way that meaningfully enriches the GIS community; fostering a happier and more supportive environment for everybody. Some of our more formal student leadership opportunities are outlined below.

Student Executive Leadership Team (StuELT)

The GIS Executive Leadership is an organization of elected Grade 11 students. The StuELT, led by the Student Body President and Vice President, is divided into sub-committees; each of which have a Head and Deputy Head of Committee. The committees are responsible for championing core domains of student life at GIS, including Academics, Student Life, Service, Social, Sport, Future Skills Academy, The Arts and the House system. The StuELT works with House Captains, school faculty and leaders, as well as external agencies to improve the school environment and experiences for all.

Student Leadership Committees (StuLC)

The Student Leadership Committees are dedicated to providing leadership opportunities for students. The StuLCs serve as the conduit between the student body and other partners, including the wider student body, school faculty and leaders. The StuLCs represent student voice at GIS. With a view to improving the school experience for all, the StuLC are responsible for establishing, coordinating and facilitating initiatives, activities and events to service the school and its community.

In partnership with school faculty and leaders, the GIS StuLC has created eligibility requirements for student representatives. Students from Grades 6-11 are eligible to serve on the student council. Prospective candidates must provide a written expression of interest to the Head of the Committee, Student Body President or Vice President. All members of the GIS StuLC commit to demonstrating exceptional values and commitment to the betterment of their community. Selection for the GIS StuLC is an esteemed privilege, with extensive opportunities to develop leadership skills.

House Captains

The House System is central to the GIS community. Throughout the whole school, students are divided into four House Teams and engage in a variety of initiatives, activities and events, with a variety of opportunities to collect points for their respective team. Students from Grades 6-10 are eligible to campaign for the role of GIS House Captain for their respective house. Prospective candidates self-nominate and campaign for the votes of their peers, according to the campaign guidelines, set out by the StuELT and the Secondary Leadership Team. Once elected, House Captains work closely with the Head and Deputy Head of the House Committee, in addition to the wider student body and faculty, to coordinate, promote and lead on community initiatives, activities and events. GIS House Captains serve as role models to their peers, promoting school spirit and inclusivity.

Home-school Partnership

Outstanding student outcomes are achieved through effective, collaborative partnerships between the school and its families. GIS endeavors to forge those partnerships by providing students and their families with timely and relevant information, so that they may remain informed and active participants in their child's personalized, holistic learning journey and school life at GIS.

Communication

It is essential that the school has a record of your current contact details, at all times. If you are unsure that this is the case, please contact the School Admissions Team or the Secondary School Secretary. You also have the capacity to update your contact information in iSAMS via the parent portal.

The school communicates with secondary school parents/guardians in a variety of ways:



Email

Email is the common method of communication between home and school. Teachers and administrative staff will use email to disseminate general information, requests for meetings and sharing documentation, for instance. Parents are encouraged to note the email addresses of key personnel such as your child's Homeroom Teacher and Grade Leader. Your primary point of contact is the homeroom teacher.

All GIS email addresses have the domain **_gis@gemsedu.com** and begin with the member of staff's first initial and surname (e.g. a.surname_gis@gemsedu.com).

In writing

While most documentation (e.g. notifications related to student absence) is shared with families in digital form, via email, official documentation may be disseminated by physical letter. In such instances, the school will typically email a digital copy directly to you, for reference.

Phone

In some instances, it may be more appropriate for us to contact families by phone; particularly, where we are required to share urgent, complex and/or sensitive information.

ManageBac

ManageBac is the curriculum platform of choice in the Secondary School. ManageBac is used by teachers to inform families about units of study, assign academic work and assessments, notify students of upcoming assessments, communicate with students and families, and to report/update assessment outcomes and feedback. Students also receive messages about upcoming events and opportunities via ManageBac.

GIS families are encouraged to access ManageBac regularly to check on your child's academic progress and contact teachers as soon as they feel that they need to. Parents are encouraged to review the [Video Tutorial](#) for guidance on navigating the platform.

In case of queries and/or concerns relating to the use of ManageBac, students and parents/guardians are encouraged to contact your child's homeroom or subject Teacher, in the first instance. Where additional support/input is required, the teacher will coordinate with and/or direct families to the appropriate person(s).

GEMS Parent Portal & GEMS Connect

The GEMS Parent Portal & the GEMS Connect app can be used by parents to:

- view student attendance
- view student progress reports
- pay school fees

School Calendar

The annual school calendar can be found on the GIS website:

<https://www.gemsinternationalschool-alkhail.com/en/For-Parents/School-Calendar>

WeRGIS Weekly Newsletter

WeRGIS News is our weekly, whole-school (Primary and Secondary) newsletter. Through this publication, GIS endeavors to keep the GIS community informed about recent and upcoming news and events. Each issue of the newsletter offers families a variety of information, related to student life and developments at GIS, including information about ECA's, upcoming events, the community calendar, and more! The link to the newsletter is emailed to families at the close of each week.



The Link

The Link Magazine is a digital publication produced for students, by students. The Link is a source of relevant, informative, student-friendly news, reviews and guidance; with student voice at its core. The team behind the link actively seek and recruit new members who may be interested in taking on roles such as journalists, photographers, editors, graphic designers, and PR managers. Information about The Link (and related opportunities) is shared via the WeRGIS Weekly Newsletter. Developments can also be followed via <https://gisthelink.wixsite.com/info> and https://www.instagram.com/gis_the/link/.

Twitter and Instagram

Many GIS faculty and students use Twitter and Instagram as a window into life at the school. Celebrations, updates and pertinent news are all examples of the type of tweets that are shared by various members of our community. For example, by following [@GIS_GEMS](#) (Twitter) or [GEMS International School](#) (Instagram) and by searching [#WeRGIS](#), you can catch a glimpse of life within the GIS community. In addition, by following [@GISJaguars](#) (Twitter) and [GIS ECA](#) (Instagram), you can remain informed about sporting fixtures and results, as well as other extra-curricular developments at GIS. Families are also encouraged to follow [GIS StuELT](#) and [GISPA GIS](#) (Instagram) for updates, opportunities and general information.

Parent-Teacher Conferences (PTCs)

Parents/guardians are invited to attend conferences at key points throughout the school year. These conferences, led (in part) by students, provide opportunities to connect with subject teachers and discuss all aspects of student progress and attainment. Conferences typically follow the termly reporting cycles. The first PTC is geared towards goal setting, while the subsequent conferences offer opportunities to review progress and attainment aligned to which.

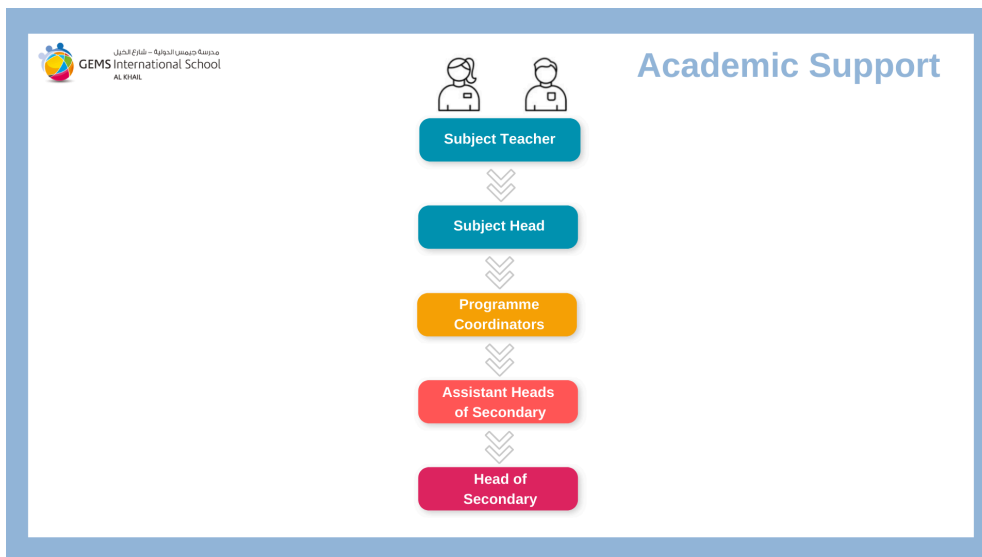


Contacting the School

To ensure appropriate and timely responses, students and families are encouraged to consider and direct queries, concerns and celebrations to the appropriate faculty member(s) or school leaders. In instances where families contact the leadership team, in the first instance, it is highly likely that the matter will be redirected to the relevant faculty, as outlined below.

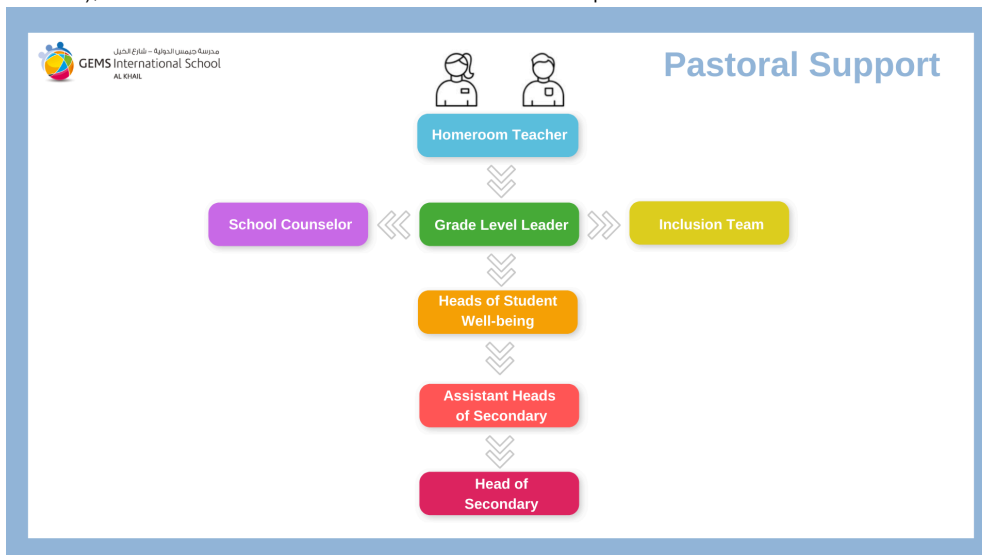
Academic issues/concerns

For academic queries and concerns, the subject teacher should be the first point of contact for students and families.



Pastoral issues/concerns

For pastoral queries and concerns (related to student well-being, attendance, absence, uniform, etc.), the Homeroom teacher should be the first point of contact.



In case the subject teacher or homeroom teacher is unable to independently and satisfactorily address the matter, we will coordinate the support of specialist and/or more senior faculty, as illustrated in the images below. We request that families adhere to this guidance, as it promotes efficient communication and workflow in response to queries and concerns raised by families.



Email addresses for key contacts can be found in the section - [Key Secondary School email addresses](#)

Change of Contact Details

The School Registrar, the School Office and the School Nurse should always have current details of the following from two parents or registered guardians: address, email and phone number(s). At the beginning of the school year, families will be asked to confirm that the details that we have on record are still accurate, but it is an expectation that families keep the school informed of any changes throughout the year.

Parent Involvement

Our parents are encouraged to be active members of the school community. GIS has an active parent association (GISPA), which fulfills a number of important roles and responsibilities, including (but not limited to) coordinating and facilitating whole-school activities and events - fundraising and charity drives, coffee mornings, parents workshops, movie afternoons, the GIS International Fair and the Spring Carnival, for instance.

Our GISPA members can be identified around the school by the red lanyards that they wear. Parents/guardians are encouraged to make contact with the group.

Extended Parent Absences

At home, children should always be under the care of a parent or adult carer. We understand that, under some circumstances, parents/guardians may need to spend time away from home. In such cases, we encourage GIS families to arrange suitable adult care and provide formal notification (signed by parents/guardians, as the primary caregivers) to the school, along with confirmation of the temporary care arrangements, anticipated timeframes and contact information of the temporary caregiver. The accuracy of this information is vital to ensure that we can communicate efficiently from all areas of the school, under all circumstances. If contact details change, it is the responsibility of the registered parent/guardian to update the school, immediately, in case of an emergency.

Extended periods of parent absence, and/or failure to respond to correspondence from the school, raises a safeguarding concern, which must be addressed in alignment with GEMS safeguarding policies.

Article 35 of Wadeema's Law states *"It shall be prohibited for the custodian to expose the child to rejection, homelessness or neglect, leaving him/her without supervision or follow-up, refraining from his/her guidance, not handling his/her affairs, not enrolling him/her at an educational institution or leaving him/her without education during the compulsory education stage without due reason."*

https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/Children_Law_English.pdf



Key Secondary School email addresses

Pastoral Support

Grade Leader (Grade 6)	Mr. Sean O'Regan	s.oregan_gis@gemsedu.com
Grade Leader (Grade 7)	Ms. Marie Claire O'Loughlin	m.oloughlin_gis@gemsedu.com
Grade Leader (Grade 8)	Ms. Hoda Alawady	h.alawady_gis@gemsedu.com
Grade Leader (Grade 9)	Mr. Fred Strickson	f.strickson_gis@gemsedu.com
Grade Leader (Grade 10)	Ms. Irasa Teofilo	i.siave_gis@gemsedu.com
Grade Leader (Grade 11)	Mr. Conor Dineen	c.dineen_gis@gemsedu.com
Grade Leader (Grade 12)	Ms. Amanda Ennis	a.ennis_gis@gemsedu.com
Head of Student Well-being	Ms. Alisha Muir	a.muir_gis@gemsedu.com
Head of Student Well-being	Mr. Lewis Griffiths	l.griffiths_gis@gemsedu.com
Secondary SENCo	Ms. Annalisa Adams	a.adams_gis@gemsedu.com
Grade 6-8 Counselor	Ms. Sameeksha Agrawal	s.agrawal_gis@gemsedu.com
Grade 9-12 Counselor	Ms. Daania Fazal	d.fazal_gis@gemsedu.com
Guidance Counselor	Ms. Meena Nambiar	m.nambiar_gis@gemsedu.com

Heads of department

Mathematics	Mr. Usama Elkashef	u.elkashef_gis@gemsedu.com
Science	Miss. Tanja Kolarov	t.kolarov_gis@gemsedu.com
Language and Literature (English)	Mr. Joseph Fuller	j.fuller_gis@gemsedu.com
Individuals and Societies (Humanities)	Mr. Nick Ryan	n.ryan_gis@gemsedu.com
Language Acquisition (French & Spanish)	Ms. Tania Juricevic	t.juricevic_gis@gemsedu.com
Design	Mr. Vikas Singh	v.singh_gis@gemsedu.com
Arabic	Ms. Wafaa Fouad	w.abdalla_gis@gemsedu.com
Islamic	Mrs. Nomah Naeem	n.naeem_gis@gemsedu.com
Physical, Health Education	Mr. Chris Brooke	c.brooke_gis@gemsedu.com
The Arts	Ms. Ellie Humberstone	e.humberstone_gis@gemsedu.com



Other key contacts

Secondary School Secretary	Ms. Mary Ann Dimatera	m.dimatera_gis@gemsedu.com
Parent Relations Executive	Ms. Helen Gornal	pre_gis@gemsedu.com
Activities coordinator	Mr. Jason Carpenter	j.carpenter_gis@gemsedu.com
Director of ICT	Ms. Joanne Roberts	j.roberts_gis@gemsedu.com
Librarian Reflective Project Coordinator	Ms. Terri Marks	t.marks_gis@gemsedu.com
TOK Coordinator	Mr. Cameron Poole Smith	c.poolesmith_gis@gemsedu.com
Extended Essay Coordinator	Mrs. Rena Toutounji	r.toutounji_gis@gemsedu.com

Key Senior Leaders for Secondary School

Head of School	Mr. Simon Herbert	s.herbert_gis@gemsedu.com
Head of Secondary School	Mrs. Amanda Murphy	a.murphy_gis@gemsedu.com
Assistant Head of Secondary School	Mr. Nic Walters	n.walters_gis@gemsedu.com
Assistant Head of Secondary School	Mr. Harry Allen	h.allen_gis@gemsedu.com
Diploma Programme Coordinator	Ms. Burcu Keser	b.keser_gis@gemsedu.com
Career-related Programme Coordinator	Mr. Ged Tedford	g.tedford_gis@gemsedu.com
Middle Years Programme Coordinator	Ms. Sandra Trull	s.trull_gis@gemsedu.com
Head of Inclusion	Ms. Hannah Kelly	h.kelly_gis@gemsedu.com



Assessment

GIS assessment beliefs and practices provide a positive, continuous and supportive mechanism that promotes and improves student learning and achievement, guides instruction and practice, and evaluates program as well as instructional effectiveness. More details on individual class assessment criteria can be found in the Middle Years Programme Guide and the Diploma Programme Guide. This is available to download from the GIS website.

Grading Procedures in the MYP

In the MYP, all grades are aligned to the official MYP assessment criteria. Every subject is assessed against four criteria, in which students receive an *achievement level*, out of 8. Each criterion is assessed two or more times throughout the academic year and a *grade* is generated (out of 7) for the end-of-semester reports. These grades are aligned to the published MYP Grade Boundaries.

ManageBac provides an online portal for student and parental access, throughout the course of the academic year. Students and parents/guardians are encouraged to regularly monitor progress and attainment in each subject, so that they may remain suitably informed.

Grading Procedures in the DP

In the DP, students undertake a range of assessments, aligned to subject requirements and in preparation for the DP examinations at the end of Grade 12. An end of year grade (out of 7) is generated at the end of Grade 11, based on summative assessment performance through the year. Grade 11 grades are important in that they are used for benchmarking in Grade 12, as well as generating predicted grades for college applications in the fall of Grade 12.

As in the MYP, ManageBac provides an online portal for student and parental access, throughout the course of the academic year. Students and parents/guardians are encouraged to regularly monitor progress and attainment in each subject, so that they may remain suitably informed.

Grading Procedures in the CP

In the CP, students undertake one Career-related Study, three Diploma Programme courses and the CP Core (which includes Personal and Professional Skills, Reflective Project, Service Learning and Language Development). Students prepare throughout the two years of the programme for their Grade 12 DP course external IB examinations.

With regards to their Career-related Study, they are assessed throughout the two years of the programme internally, if undertaking Pearson iBTEC, and externally, if undertaking the Dual Enrolment pathway with Embry Riddle Aeronautical University. Assessments in the Career-related Study vary according to the pathway chosen. That being said, all assessments require students to demonstrate their knowledge, research skills and critical thinking within the units of study.

Students are assessed internally throughout the two years of the programme for their Personal and Professional Skills, Service Learning and Language Development. Their engagement and commitment to learning is essential for their success in these areas.

Students begin to research, plan and elaborate their Reflective Project under the supervision of their RP Supervisor in Grade 11 and submit it in Grade 12. The Reflective Project is externally assessed by the IB.

Report Cards

Students in the Secondary School receive three formal reports over the course of the academic year. It is important to note that a final grade is not given until all IB assessment procedures have been met - e.g. each criterion assessed at least twice. Therefore, first term grades should be treated as progress grades, unless the course has been completed within the reported period.



Again, students and parents/guardians are encouraged to regularly monitor progress and attainment, through ManageBac, and to contact teachers if they have questions or concerns.

For each subject, students will receive an achievement grade out of 7. A Grade of 4 or above is considered to be meeting expectations:

MYP	DP	CP
Grade Description	Grade Description	Grade Description
<p>7. Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real world situations.</p> <p>6. Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.</p> <p>5. Produces generally high quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real world situations and, with support, some unfamiliar real world situations.</p> <p>4. Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.</p> <p>3. Produces work of an acceptable quality. Communicates basic understanding of many</p>	<p>7 The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.</p> <p>6 The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. In</p>	<p>BTEC</p> <p>Distinction High quality, innovative work</p> <p>Merit High quality work</p> <p>Pass Acceptable quality work</p> <p>Near Pass Work of limited quality</p> <p>Reflective Project</p> <p>A High quality, innovative work</p> <p>B High quality work</p> <p>C Good quality work</p> <p>D Acceptable quality work</p> <p>E Work of limited quality</p> <p>Service Learning</p> <p>Pass High engagement and quality of evidenced work.</p> <p>Fail Limited engagement, evidence and quality of work.</p> <p>PPS</p> <p>Pass High engagement and quality of work.</p> <p>Fail Limited engagement and quality of work.</p> <p>Language Development</p> <p>Pass High engagement and quality of evidenced work.</p> <p>Fail Limited engagement, evidence and quality of work.</p>



<p>concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.</p> <p>2. Produces work of a limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.</p> <p>1. Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.</p>	<p>collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.</p> <p>5 The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.</p> <p>4 The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid,</p>	
--	--	--



	<p>but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.</p> <p>3 The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.</p> <p>2 The student demonstrates little knowledge or understanding of the content, with weak comprehension of</p>	
--	---	--



	<p>concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.</p> <p>1 The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.</p>	
--	---	--

Academic Integrity

IB students are required to produce work that is of their own doing. Students are expected to give credit to ideas, language, or thoughts which are not their own. To take ideas, writing, or thoughts from someone else and pass them off as one's own work is plagiarism. This is considered academic malpractice and can occur with print or non-printed sources, such as the internet, and includes work generated by AI.

Sometimes, students get confused about the difference between academic malpractice and collaboration. Students are sometimes allowed to work with other students on an assignment, but are expected to work alone at other times. At all times, a student is individually accountable to produce assessments of learning. If a student is unsure about the expectations, he/she should ask the teacher.

The IB upholds principles of academic honesty, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.



Academic Malpractice is defined as *“behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.”*

Academic Misconduct is defined as *“behavior (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment.”*

Plagiarism is defined as *“the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.”*

(Academic Honesty - Principles into Practice; www.ibo.org)

In accordance with the GIS Code of Conduct, students are expected to demonstrate integrity at all times. Acts of academic dishonesty contradict the Code of Conduct and the [Academic Integrity Policy](#) are a serious violation of the community's trust.

Academic Responsibilities

Extended Learning

Students in Secondary school are set homework to support extended learning opportunities. Homework is viewed as an essential element of school learning and failure to complete it may impede student progress; particularly where the work is aligned to assessments. Where students repeatedly fall short of homework expectations, the school will plan and implement appropriate intervention strategies to support student progress.

Students are expected to complete homework independently (unless otherwise stated), thoroughly and consistently, in accordance with deadlines and school policies.

ManageBac

Students are expected to check ManageBac at least once a day, to view announcements, assignments and course information, and to keep abreast of events, co-curriculars and CAS. In the event that work has not yet been posted on ManageBac, the responsibility rests with the student to access homework information through a homework buddy or by contacting the teacher.

Completing Assignments and Projects

The process which students use to complete assignments is as important as the final product. Teachers will often monitor and assess preparatory work, such as brainstorming notes, point-form notes and early drafts. Students using computers must save copies of early drafts. Students must always be prepared to submit rough work upon request, at any time. Failure to do so will result in a designation of incomplete for the assignment until the work is presented. Computer and/or printer failure is not an acceptable excuse for late or non-submission of work. Students are also responsible to their team members when engaged in group work. If a student is absent, he/she must communicate with his/her group members and ensure that any obligations to them are fulfilled.

Assignment and Project Deadlines

At GIS, students are encouraged to develop essential skills that foster success in school and beyond. Meeting deadlines is a crucial skill, which transcends academics and enables us to achieve personal goals. The practice of meeting deadlines promotes heightened responsibility and accountability, whilst reinforcing students' appreciation for and capacity to achieve balance between studies, family and personal/social time.

In the IB Diploma Program, there is a 'zero tolerance' approach to late submissions of work - i.e. they are not marked and do not count towards a student's overall grade. With this in mind, we feel that the best way to prepare GIS students for success is to develop positive learning habits at the earliest opportunity.



An assignment is late if it is not submitted on the date and at the time specified by the teacher. Students are required to submit both formative and summative tasks in accordance with deadlines set by the teacher. Deadline extensions must be requested in advance and may be considered, at the discretion of the teacher, based on individual circumstances.

Missed Assessments

We discourage students from making medical, or other appointments, during school hours. If a student is absent for an assessment, he/she is required to submit a medical certificate. There is no obligation for a teacher to accommodate a re-sit of the assessment. If necessary, arrangements will be made for students to miss co-curricular and leadership activities, in order to complete missed assessments in a timely manner.

A student that misses a deadline for an official assessment in the DP/CP can result in the student not being awarded their Diploma.

Deferred Assessments

A student with authorized absence, who needs to defer an assessment is expected to take responsibility for communicating and negotiating 'defer' requests with teachers a minimum of three days in advance of the original date. This will allow the teacher time to review the request and, where applicable, make alternate arrangements.

Standardized Testing

A variety of standardized tests are strategically integrated to provide a range of data sets that are used to inform, monitor and track student progress and attainment at GIS.

Measures of Academic Progress (MAP) Tests

Measures of Academic Progress (MAP) tests are computerized, adaptive, standardized tests, which measure students' abilities and achievement in language arts, mathematics and science. GIS students, in Grades 6 to 10, sit the MAP tests three times per year.

MAP test scores, in the form of percentile ranks, are reported to GIS families, whilst the analytics form a critical tool for teachers to improve learning for all students and inform personalized academic growth.

Service Learning

As IB learners, all students are expected to engage in service related activities under Service & Action in the MYP, CAS in the DP and SL in the CP. Service learning involves students engaging in activities that support, enrich or improve the lives of others. The key aspect of service learning is that students are expected to reflect on the learning that they experience when engaging in such activities. Service activities should be logged in ManageBac under the Service & Action (SA) for MYP students, Creativity, Activity & Service (CAS) for DP students and Service Learning for CP students.

The GIS community supports a growing number of organizations and charitable causes, providing valued opportunities for students to demonstrate initiative, whilst enhancing understanding and application of leadership and citizenship.

Charitable drives and service learning activities are, increasingly, coordinated by our student leaders, in partnership with the GIS Parents Association (GISPA) and GEMS School Support Services. All charitable initiatives must also conform with the regulations of Dubai's Community Development Authority.



Conduct Expectations

Compliance with the Code of Conduct is a fundamental agreement upon enrolment at GEMS International School - Al Khail. Parents/guardians are expected to thoroughly review and uphold the Code of Conduct with their children.

GIS expects that, as an underlying standard, all members of the school community will show respect for, and adhere to, the public laws in force in our region. In addition, all members of the community are expected to conduct themselves at all times, both on and off campus, in a manner that positively credits the school that they represent.

The Code of Conduct is in effect at all times that a student is within the jurisdiction or under the responsibility of GEMS International School - Al Khail, whether during school hours and on school property, or in transit to or from school for school-authorized activities, or when participating in school-authorized activities or events.

As part of our continuing effort to ensure the educational and emotional well-being of our student body, the statements of assumptions, goals and policies are a reflection of our belief that clearly defined expectations, applied fairly and consistently, help students to become responsible individuals.

Integrity at GEMS International School - Al Khail

Integrity means being principled in all that we do. It comprises both thoughts and actions, and is demonstrated by behavior exhibiting truth, honesty, justice and respect for self and others. At GIS, we model this behavior through academics, service to others, sportsmanship, co-curricular involvement and interpersonal relationships. Being principled is an essential component of the IB Learner Profile.

Culture of Responsibility

As members of the GEMS International School - Al Khail community, we acknowledge our roles in creating a culture of responsibility. We will strive to treat all members of the community and visitors in a fair and respectful manner, and will endeavor to resolve conflicts constructively, both on and off campus.

As a student, I will endeavor to:

- Abide by the Code of Conduct, follow established rules and take responsibility for my actions.
- Accept responsibility for full, daily attendance in class, advisories and co-curriculars, and for engagement in the academic process.
- Come to school prepared, appropriately dressed, on time and ready to learn.
- Complete my work on time and seek extra help where needed.
- Prioritize my activities in such a way that academic success and co-curricular involvement can be well integrated.
- Communicate closely and regularly with teachers, in order to achieve academic success.
- Manage personal commitments by recognizing where involvement may impact others and by using respectful and timely communication to act responsibly.
- Respect the physical grounds, property, staff, students and wider community of GIS, as well as its values.

As a member of the faculty and administration, I will endeavor to:

- Support the school and be proactive in implementing the Code of Conduct.
- Make my expectations of students clear at the beginning of the year and follow them through consistently.
- Monitor daily progress, academic honesty and attendance in class, advisories and co-curriculars.
- Collaborate with colleagues to support the success of all students.
- Maintain effective dialogue and collaboration with guidance counselors, teaching and learning specialists, parents and students to promote academic achievement.
- Promote and take responsibility for the safety and security of GIS grounds, property, staff and students, as well as its values.



As a parent, I will endeavor to:

- Ensure my child's daily attendance in all classroom and related experiences, recognizing that frequent absences and persistent lates are detrimental to their academic success.
- Help my child to be appropriately dressed and prepared for school.
- Report my child's absences or late arrival to the school.
- Help my child to prioritize his/her academic requirements and activities and emphasize the importance of respect, trust and ambition for all.
- Communicate directly with faculty to build a partnership that will support my child's learning.
- Support the school in implementing the Code of Conduct.
- Help my child to integrate his/her academic and co-curricular experiences while maintaining their well-being.
- Ensure safe, timely collection and transport arrangements to safeguard my child and avoid idle waiting time after school and/or co-curricular activities.
- Be respectful of other drivers on campus, and of the traffic control personnel during pick-up/drop-off.
- Respect parking areas by parking only in designated areas and adhere to the campus parking/traffic rules.

Environmental Responsibility

- The GIS community is expected to take pride in our school community and to respect the environment, making decisions that promote the sustainability of the world's resources.
- We are responsible for keeping our school clean and orderly.
- We are required to sort their own waste and recycle responsibly, where possible.
- We are responsible for our own belongings, for labeling clothing and checking the 'Lost & Found'.
- We are responsible for respecting a 'clean air' environment.
- We are responsible for respecting our nut-sensitive environment and shall refrain from bringing nuts to school.
- We are encouraged to bring a healthy, litterless lunch, snacks and a reusable water bottle to school.

Sustainability Creed

We foster global citizenship and environmental stewardship, encouraging inquiry and critical thinking about sustainable development. We are committed to maintaining and valuing a harmonious relationship with nature that ensures we live within the capacity of all ecosystems.

Parent/Guardian Code of Conduct

Purpose

The philosophy of GEMS International School - Al Khail is to focus on developing a love of learning while guiding and challenging every student through all stages of their development. The school is dedicated to the education of students in a safe and caring community, which fosters the development of character, courage, creativity and a passion for learning.

The school promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, guardians, teachers and staff members have the right to be safe and feel safe within the school community. With this basic right comes the responsibility to contribute positively to a progressive school climate.

The standards of behavior embodied in this Parent Code of Conduct apply to parents and guardians, who are an integral part of the school community - whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that might impact the school climate. These standards should be embodied in all correspondence with the school, including written and verbal communication.



The Role of Parents and Guardians

Parents and guardians play an important role in the education of their children and have a responsibility to support the efforts of the school and its faculty in maintaining a safe and respectful learning environment for all students. Parents and guardians fulfill their role when they:

- Show an active interest in their child's school work and progress
- Collaborate with the school through regular and appropriate communication
- Help their child be properly dressed and well prepared for school
- Ensure that their child attends school regularly and on time
- Promptly report to the school their child's absence or late arrival
- Show that they are familiar with the Code of Conduct and school rules
- Lead by example, ensuring safe drop-off and pick-up practices, whilst conveying respect for traffic and traffic control personnel, on school property
- Encourage and assist their child in adhering to the Code of Conduct
- Assist GIS and its faculty in addressing disciplinary issues involving their child

Standards of behavior

Central to the Parent Code of Conduct is the understanding that each member of the school community will uphold the same high standards. A willingness to accept responsibility for one's actions and conduct are fundamental to the Parent Code of Conduct.

Aligned with the school's cultural pillars of respect, trust and ambition of all, parents/guardians, like other members of the school community, must:

- Respect and comply with all applicable federal, provincial and municipal laws
- Respect all members of the school community; especially school employees and persons in positions of authority
- Support the efforts of school employees to maintain a safe and respectful learning environment
- Respect the need of others to work in an environment that is conducive to learning and teaching
- Demonstrate honesty and integrity at all times
- Treat others with dignity and respect at all times, especially when there is disagreement
- Respect the rights of others and treat others fairly, regardless of race, ancestry, place of origin, color, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability
- Show proper care and regard for school property and the property of others
- Take appropriate measures to help those in need
- Resolve conflict peacefully

Examples of inappropriate behavior include, but are not limited to:

- Exhibiting disrespect towards members of the school community; especially school employees and other persons in positions of authority
- Exhibiting conduct that may be damaging to the virtues and moral tone of the school, or to the physical or mental well-being of others
- Bullying, intimidating or threatening a member of the school community
- Uttering a threat to inflict serious (bodily) harm on a member of the school community
- Harassment of any kind

Sanctions

1. Within three days of an incident, the parent must commit to a meeting with Senior Administrators at GIS. The purpose of the meeting will be to establish an agreed plan for resolution and repair.
2. Refusal of the parent to meet or agree a plan for resolution and repair may result in the de-registration of the parent's child, or a decision not to re-register that student for the following year.



Navigating Relational Conflict & Bullying

GEMS International School - Al Khail promotes healthy relationships and places great emphasis on students' ability to successfully and independently navigate their relationships at school, and beyond. When relational conflict causes undue distress, students are invited to seek support from caring adults in the school community.

When the school receives concerns or reports of difficulties and/or conflict between individuals or groups of students, repair and restoration will be supported in the following ways:

1. When a student identifies a **single issue of relational conflict**, a teacher, counselor or administrator will:
 - Actively listen in a non-judgmental manner, focusing initially on details of the situation
 - Support the student to explore possible alternative perceptions about the event
 - Validate the student's emotional response to the situation
 - Avoid taking over and problem solving for the student, as this can convey the message that he/she is unable to manage the conflict themselves
 - Support and encourage the student to determine an appropriate solution
 - Offer an opportunity to follow up with the student, regarding the outcome of the solution, and encourage the student to consult with their Homeroom Teacher and/or School Counselor
2. When a student identifies **subsequent issues of relational conflict**, a teacher, counselor or administrator will:
 - Seek further information about the situation from others involved. This could include individual meetings with student(s), consultation with the School Counselor, faculty, staff and parents/guardians
 - Consult the school's Pastoral Team and administration, as necessary
 - Review options for relationship resolution with the student. These options will include meeting with identified students and the respective School Counselor, Grade Leader and/or administration; a restorative meeting with identified students, facilitated by the School Counselor; or other forms of mediated resolution
 - Discuss completing a Bullying Report with the student and/or their family
 - Devise a documented action plan with the student
 - Arrange a time to follow up with the student, regarding the outcome of the action plan
3. When a student identifies **persistent or extreme issues of relational conflict**, a teacher, counselor or administrator will complete the Anti-Bullying Report in consultation with the student. In addition, the school will:
 - Investigate the report, intervene as an advocate/ally for the student(s) and contact the parents of the involved students
 - Involve students, parents, the Pastoral Team and administration staff to collaborate with and support students to identify alternatives and promote growth by accepting responsibility for their actions
 - Establish consequences and/or external support needs, as necessary

Anti-Bullying Policy

The IB Learner Profile attributes reflect the values of a truly global citizen, who is empathetic and considerate of others, whilst conveying personal integrity in all endeavors.

The GIS Anti-Bullying Policy is framed by the IB Learner Profile and is based on the ingrained belief that every member of the community is equal in dignity and worth. At GIS, everyone must be allowed to learn, work and grow in an environment that is free from bullying and harassment. Each of us has not only the right to feel safe and to be treated with respect, but we also bear the responsibility to ensure the respectful treatment of others. Bystanders must not allow bullying to persist, and students who witness or experience bullying are expected to report bullying by completing a confidential Anti-Bullying Report.



What Is Bullying?

Bullying is repeated (sometimes aggressive) verbal, physical, social or psychological behavior directed towards an individual or group of individuals that is intended to cause fear, distress or harm to their physical person, feelings, emotions, self-esteem or reputation.

Bullying may take several forms, but in all cases, students who bully other students intend to cause some form of harm and/or distress. It is not an accident. Bullying behavior will not be tolerated at GEMS International School.

Some Types and Examples of Bullying

Verbal Bullying

- Name-calling; hurtful teasing
- Insulting, humiliating or threatening someone

Social Bullying

- Excluding others from a group or activity
- Plotting and behaving in a way to make others look foolish
- Gossiping or spreading rumours about others
- Making sure others don't associate with someone

Physical Bullying

- Hitting, pushing, shoving, slapping, kicking, spitting at, or beating up others
- Damaging or stealing someone's property

Cyber Bullying

- The use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, which is intended to harm others
- Use of public digital forums, websites, blogs, social networks, or sending an email, text message or pictures, which:
 - threaten to damage the reputation and/or hurt the feelings of others
 - single out or embarrass others
 - assume the identity of (or impersonate) others
 - spread rumours or reveal secrets about others

Racial/Ethno-Cultural Bullying

- Treating others differently or negatively, because to their culture, racial or ethnic background, or the color of their skin
- Saying negative things about someone's race, culture, ethnic background or skin color
- Calling someone by a racially or ethnically derogatory term
- Telling racist jokes

Sexual Bullying

- "Sexting": is the act of transmitting sexually suggestive text messages and/or intimate images (including nude or semi-nude photographs), via cell phone, over the Internet or by any other means
- Touching, pinching or grabbing someone inappropriately
- Making crude comments or spreading rumours about someone's sexual behavior
- Utilizing derogatory terms, often directed to members of the LGBT community
- Making sexual gestures at someone

Religion-Based Bullying

- Treating others differently or badly because of their religion
- Saying negative things about someone's religion



Procedures for Safe Reporting of Bullying

1. Students are expected to report suspected bullying to a trusted adult. Confidential Anti-Bullying Report forms are available in the School Counselor's Office
2. Remember and record the facts - date(s), place(s), and time(s) of suspected bullying incidents
3. The school's goal is to listen, investigate and act so that all students feel safe and supported

Policy Statement

Bullying will not be tolerated on school grounds, at school-related activities or in any other circumstances (e.g. online) that have a negative impact on the school climate.

Consequences for Bullying behavior

When a bullying report is received, the School Counselor, Grade Leader, Head of Student Well Being and/or Senior Leaders will investigate and contact the parents of involved students. Consequences are at the discretion of the Pastoral Team, in consultation with the Head of School, and may include:

1. Meeting(s) with the School Counselor, Grade Leader, Assistant Head of Secondary School and/or Head of Secondary School
2. Restorative measures
3. Loss of privileges
4. Student action plan / behavior contract
5. Internal or external suspension
6. Expulsion

Students' Core Rights

At the outset of the academic year, all teachers lead collaborative discussions with students, incorporating topics such as progressive values, attitudes and approaches to learning. These discussions form the foundations for essential agreements that foster a harmonious and cooperative learning environment, while upholding students' core rights to:

- a. Feel/be safe and secure at school
- b. Receive an education
- c. Experience a positive learning environment, free from undue and unreasonable distraction
- d. Expect reasonable and socially responsible behavior from others
- e. Feel free to express themselves and their views free from prejudice or fear of judgment

*These core rights are not limited to the classroom environment alone, but are to be honored in all areas of the school campus, onboard school buses and during all school-sanctioned activities.

If the choices and/or actions of individual (or groups of) students compromise these core rights, teachers are supported to apply a variety of behavior management strategies intended to **establish/restore a safe and cooperative learning environment for all parties.**

Where a pattern of distracting, disruptive and/or otherwise undesirable behavior causes worthy concern, parents will be informed and invited to collaborate in partnership with the school, in order to:

1. Support the student's understanding of why their choices and actions are inappropriate.
2. Restore any relational conflict caused by the student's choices and actions.
3. Develop an action plan to support the students' continued progress at school.

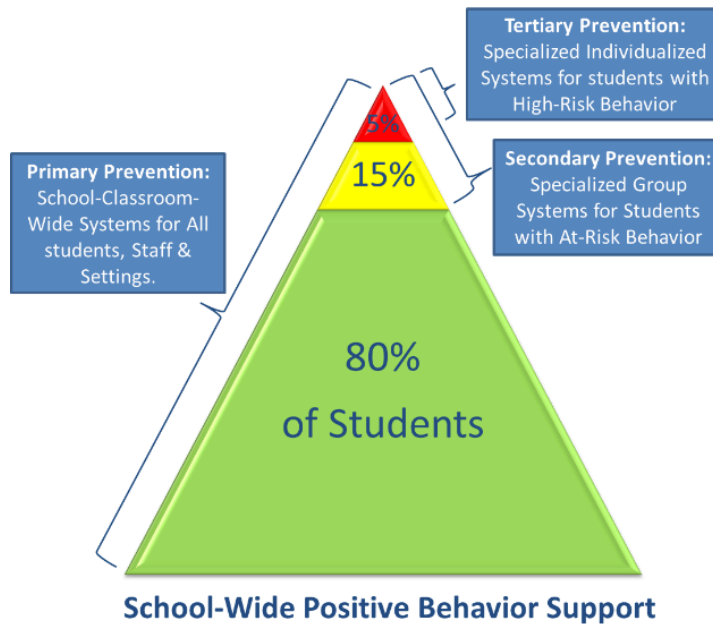
Throughout the restorative process, various members of the pastoral team may be called upon to support.



Positive Behavioral Interventions and Supports (PBIS)

Tiered Support System

The 'Positive Behavioral Interventions and Supports' (PBIS) framework is an evidence-based three-tiered framework that aims to improve and integrate all of the data, systems, and practices affecting student outcomes on a daily basis. The framework emphasizes teaching, prompting and acknowledging student use of developmentally and contextually appropriate and expected Behaviors. A critical element of the PBIS framework is the use of data (from a variety of sources) to inform decisions about future planning and implementation.



The tiers (1 to 3) denote the type and extent of support required/offered to guide students towards improved self-regulation, so that they (and their peers) may successfully access learning through the application of appropriate, prosocial-emotional skills that foster respectful cooperation and ambition. The PBIS framework encourages us to look beyond the traditional, fixed 'action and consequences' approach and to recognise that the tier of support required/offered may vary from one student to another, according to their unique needs and in order to foster desired outcomes.

Tier One (all students)

Tier 1 system establishes the foundation for delivering regular, proactive support and preventing undesirable behaviors. This tier emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior. As part of the curriculum, skills are taught through the IB learner profile, the PSPE (Personal, social and physical education) standards, UAE Moral Education including classroom agreements and grade-level assemblies led by the school counselor. Collaborative teams, consistent policies, professional development, data and evaluation are essential components for these practices to work effectively.

The core principles guiding Tier 1 include the understanding that we can and should:

- Effectively teach appropriate behavior to all children
- Proactively teach conflict resolution and self regulation strategies
- Intervene early before unwanted behaviors escalate
- Use research-based, scientifically validated interventions whenever possible
- Monitor student progress against chosen strategies/interventions

Teachers are supported to:

- Identify opportunities to model/teach prosocial skills within and beyond the curriculum.



- Establish, model and hold one another accountable against clearly communicated classroom agreements, aligned to students' core rights.
- Increase instruction and practice related to self-regulation and social skills.
- Increase opportunity for positive reinforcement.
- Increase pre-corrections (set students up for success by providing clear and personalized guidance on what to do).
- Increase focus on identifying the motivations behind particular behaviors and consider focused learning support.

Responsible persons: Teachers, TA's, Grade level leaders, coordinators, counselors, (focus is on all students)

Tier Two (targeted support)

Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing problematic behaviors before they start. Essentially, the support at this level is more focused than Tier 1. Tier 2 supports often involve group interventions with ten or more students participating.

In addition to Tier 1 support, Tier 2 practices include one or more of the following:

- Increased instruction and practice with self-regulation and social skills
- Increased adult supervision
- Increased opportunity for positive reinforcement
- Increased pre-corrections (set students up for success by reminding them, prior to any problem, what to do)
- Increased focus on identifying the motivations behind the behavior, consider educational support

Responsible persons: counselor(s), classroom teacher, grade level leaders, coordinators, support teachers, assistant HOP's (other staff may be involved at any given time)

Tier Three

Tier 3 support is required for sometimes dangerous, highly disruptive behaviors creating barriers to learning and excluding students from social settings in which Tier 1 and Tier 2 supports have not been effective. At Tier 3, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 strategies may be applied to typically developing students as well as students of determination.

In addition to Tier 1 and 2 supports, Tier 3 includes the following:

- Behavior Support Plan;
- Team that meets regularly to review plan with the goal to reduce supports over time;
- Meetings with parents/guardians (systematically and as needed);
- Assessments and external resources consulted or utilized;
- Additional measures in place to ensure safety of student and others.

Responsible persons: School leadership member, Counselor(s) or Inclusion Lead, Support team (including identified personal), teachers, family, external resources as needed (other staff may be involved at any given time)

Secondary School Behavior Categories and Interventions

Category 1 Behaviors

Low-level behaviors that cause distraction from and/or disruption to learning.

Managed by: the Subject Teacher, in collaboration with the Subject Head (if applicable).



Example Category 1 Behaviors	Positive Behavior Interventions and Supports	
	Isolated or Infrequent 'Category 1' behaviors that can be managed in the moment	Repeated and persistent 'Category 1' behaviors
<p>Behaviors including, but not limited to:</p> <ul style="list-style-type: none"> • Tardiness/late to class • Disrupting learning • Not respecting classroom expectations • Minor disrespect between peers • Inappropriate use of time • Non-engagement in learning • Unauthorized and/or inappropriate use of technology (including mobile phones) during lessons. 	<ol style="list-style-type: none"> 1. The teacher should prompt and redirect the student(s) to align with expectations, so that everyone may avail their core rights. 2. If necessary and appropriate, the teacher should hold a brief reflective and restorative conversation during the lesson. This may take place outside of the classroom, in order to avoid conversations in front of peers. 	<ol style="list-style-type: none"> 1. Patterns of such behaviors must be logged in iSams. 2. The teacher must notify the parents of any student who repeatedly displays Category 1 behaviors. 3. Employ appropriate intervention(s) <p>Suggested Interventions:</p> <ul style="list-style-type: none"> • Modify the seating plan to support heightened supervision and engagement. • Completion of outstanding work in students' own time - e.g. before school, break time, lunchtime or after school. • Omission from current activity • Reflective and restorative conversation in students' own time, promoting alignment with the school's expectations. • Mediation with the Subject Head and (if applicable) Grade Level Leader. • Counseling/coaching session(s), focusing on self-regulation. • Confiscation of mobile phone for the remainder of the day. On the third occasion, phones will be returned to the parent/guardian on the date of confiscation • Restricted access to/use of personal device(s). • Restriction of privileges, including hall passes and co-curricular activities. <p><i>*This is not an exhaustive list. Teachers may explore other interventions as deemed appropriate.</i></p>

Category 2 Behaviors and Interventions

Flouting of school rules and/or guidelines, not resulting in harm to others

Managed by: the observing staff member, in collaboration with the Homeroom Teacher.



Example Category 2 Behaviors	Positive Behavior Interventions and Supports	
	Isolated or Infrequent 'Category 2' behaviors that can be managed in the moment	Repeated and persistent 'Category 2' behaviors
<p>Behaviors including, but not limited to:</p> <ul style="list-style-type: none"> • Repeated category 1 behaviors • Uniform violation • Unauthorized use of mobile phones (outside of class) • Abuse of 'hall pass' privileges • Disrespectful behavior and/or inappropriate use of language (e.g. cursing/swearing) • Unauthorized use of elevators • Disorderly behavior in common areas • Breaching social distancing guidelines (if applicable) 	<p>The observing/concerned staff member should address the behavior with a prompt for the student(s) to redirect and align with the student code of conduct.</p> <p>If the concerned student(s) respond appropriately, the staff member should log the issue in iSams. The report should include a summary of the:</p> <ol style="list-style-type: none"> Students' behavior Staff member's actions/intervention Nature of student compliance <p>If the response of the concerned student(s) is deemed inappropriate (e.g. demonstrating a lack of respect for the staff member and/or their request), the staff member should record this in the iSams referral, and the matter should be escalated as per Repeated and persistent 'Category 2' Behaviors</p>	<p>Consequences for repeated/persistent flouting of school rules/guidelines may include (but are not limited to):</p> <ul style="list-style-type: none"> • Loss of personal time to reflect on Behavior, set future targets and/or review developments. • Student action plan / behavior contract • Counseling/coaching session(s), focusing on self-regulation. • Restriction of privileges, including (but not limited to) access to/use of personal devices, hall passes, co-curricular activities and STS bus services. • Removal from activity for a period of time • GIS Community Service. <p><i>*This is not an exhaustive list. Teachers may explore other interventions as deemed appropriate.</i></p> <p>The Homeroom Teacher will:</p> <ul style="list-style-type: none"> • Regularly review student conduct records via iSams. • Identify emerging (or emerged) patterns of reported undesirable behaviors. • Notify parents of concerning behaviors and the associated interventions. The Grade Level Leader should also be informed. • Lead a reflective and restorative conversation with the concerned student, focusing on the core rights of GIS students, the student code of conduct, and the school's core values.

Category 3 Behaviors and Interventions

1. Elevated flouting of school rules and/or guidelines
2. Acts that compromise students' core rights and/or the health, safety and well-being of community members



Managed by: the Grade Level Leader.	
Example Category 3 Behaviors	Positive Behavior Interventions and Supports
<p>Behaviors including, but not limited to:</p> <ul style="list-style-type: none"> ● Repeated category 2 behaviors ● Truancy / skipping class ● Unauthorized use of restricted/unsupervised areas ● Defiance to faculty or staff requests ● Inappropriate bus behavior that could compromise safety of self and/or others ● Acts resulting in damage to school property ● Physical acts that threaten the health, safety and/or well-being of others ● Threatening or intimidating behavior ● Unauthorized sale or distribution of goods on school grounds, school transport and/or at school-sanctioned events 	<p>The observing/concerned staff member must directly notify the respective Grade Level Leader and log the issue in iSams. The report should include a summary of the:</p> <ol style="list-style-type: none"> a. Students' behavior b. Staff member's actions/intervention c. Nature of student compliance <p>The Grade Level Leader will:</p> <ul style="list-style-type: none"> ● Review the students' conduct record on iSams to determine whether or not there is an emerging (or emerged) pattern of similar behaviors reported by GIS staff. ● Meet with the student and his/her parents, in order to: <ul style="list-style-type: none"> ○ Discuss behavior concerns. ○ Develop a restorative action plan, outlining strategies that supports the student to: <ul style="list-style-type: none"> - restore relationships that may have been negatively impacted. - align with the student code of conduct, so that all GIS students and staff may avail their core rights. <p>Consequences may include (but are not limited to):</p> <ul style="list-style-type: none"> ● Loss of personal time to reflect on behavior, set future targets and review developments. ● Restitution. ● Counseling/coaching session(s), focusing on self-regulation. ● Restriction of privileges, including (but not limited to) access to/use of personal devices, hall passes, co-curricular activities and STS bus services. ● GIS Community Service. ● Referral to the Secondary Leadership Team. ● Behavior contract. ● Letter of Warning and Undertaking. ● In-school suspension / isolation. ● Out-of-school suspension. ● Removal from school grounds. ● Involvement of external agencies. ● Exploration of alternative education options. <p><i>*This is not an exhaustive list. Grade Level Leaders may explore other interventions as deemed appropriate.</i></p>

Category 4 Behaviors and Interventions	
<ol style="list-style-type: none"> 1. Acts that intentionally compromise the health, safety and well-being of community members 2. Behaviors that conflict with regional laws 	
Managed by: the Secondary School Leadership Team.	
Example Category 4 Behaviors	Positive Behavior Interventions and Supports



<ul style="list-style-type: none"> ● Repeated category 3 behaviors ● Violation of school guidelines, or UAE law, that endangers the reputation of the school or its community members ● Flagrant actions that threaten the health, safety and/or wellbeing of others ● Fighting ● Bullying of any kind ● Altering/tampering with school records, tests, etc. ● Acts, comments or gestures that imply prejudice against race, gender, religion, etc. ● Inappropriate use of language (e.g. swearing/cursing) towards faculty or staff ● Leaving campus without authorization (skipping school) ● Vandalism of personal items, belonging to others ● Vandalism of the school environment and/or its contents ● Possession of weapons of any kind ● The possession, use, sale or distribution of smoking paraphernalia, alcohol, and/or drugs (prescription or otherwise) on school property, school transportation and/or at school-sanctioned events 	<p>The observing/concerned staff member must directly notify the Grade Level Leader, Head of Student Well-being and Assistant Heads of Secondary. The issue must also be logged in iSams, including a summary of the:</p> <ol style="list-style-type: none"> a. Student's behavior b. Staff member's actions/intervention c. Nature of student compliance with attempts to intervene/de-escalate <p>A meeting will be held with the student and his/her parents to:</p> <ul style="list-style-type: none"> ● Discuss behavior concerns and determined interventions (possibly involving external agencies). ● Develop a restorative action plan, outlining strategies that supports the student to: <ul style="list-style-type: none"> ○ restore relationships that may have been negatively impacted ○ align with the student code of conduct and regional laws, so that all GIS students and staff may avail their core rights. <p>Additional consequences may include (but are not limited to):</p> <ul style="list-style-type: none"> ● Letter of Warning and Undertaking. ● Behavior contract. ● Restriction/loss of privileges, including (but not limited to) access to/use of personal devices, hall passes, co-curricular activities and STS bus services. ● Referral to the Head of School. ● GIS Community Service. ● In-school suspension / isolation. ● Out-of-school suspension. ● Removal from school grounds. ● Involvement of external agencies. ● Recommend blocking re-enrollment / expulsion. ● Contact prospective universities.
--	--

**In exceptional circumstances, The Head of School (Mr. Simon Herbert) will manage issues pertaining to the academic, social and emotional development of students.

Procedures and consequences related to smoking, vaping and distribution of related paraphernalia

GEMS International treats the use of smoking devices, cigarettes and any other smoking related materials very seriously. The following points relate to the processes that will be followed by the school in relation to smoking, smoking devices and paraphernalia:

1. Any student/s that are found to have made use of any smoking device will be suspended for a fixed term.
2. Any student found with smoking paraphernalia in their possession; including lockers, bags, jackets etc will be suspended for a fixed term.
3. Any student that is suspected of distributing or selling smoking paraphernalia faces the risk of external agency involvement and subsequent consequences associated with those agencies.



4. In the case of a student being suspected of using smoking devices on the school site or if reported to have been doing so, the family of the student will be informed.

Please also note that:

- The school reserves the right to instruct a student to open and empty their locker at any time
- The school reserves the right to instruct a student to empty their pockets and or bags at any time.
 - In the case of a student refusing to do so, parents will be called into school and bags and pockets will then be searched.
 - The student will not be permitted to attend classes until searches have taken place
- Any repeat offenses could result in external agency involvement

Behavior Reports & Action Plans

When a student exhibits a pattern of behavior(s), which may impede learning and/or which does not align with the GIS Code of Conduct, a 'Student Action Plan' may be implemented. The actions stated within the action plan are usually established in conference with the concerned student, encouraging accountability against their personal targets. The action plan is digital, ensuring that it is discreet, and allows teachers to offer personalized feedback against the personalized targets.

At the outset of the reporting period, the consolidated action plan is shared with the parents of the student, keeping them informed. At the end of the reporting period, the student meets with their Grade Level Leader to discuss and evaluate their progress against the identified targets, before a decision is made regarding next steps. Following this conference, the parents of the student receive a copy of the completed action plan, including feedback and next step comments. Where applicable, parents may be requested to meet with the Grade Level Leader, Counselor, Inclusion Team and/or senior leaders, in order to discuss escalated support interventions.

Supported Reflection

Supported Reflection is a time for students to explore and implement focussed reflection and restoration practices. As per the guidance of the school, students may be expected to engage with Supported Reflection, for an allotted time, in response to isolated incidents and/or recurring patterns of behavior that conflict with GIS codes of conduct. Typically, students engaged in the Supported Reflection would not take their break or lunch along with other students, but will be released for breaks at alternative times.

Suspension

Where the school deems it appropriate, a fixed-term suspension may be administered. This may be internal or external, as deemed appropriate by the school. Where a student is suspended, they are not permitted to attend classes/school for the duration of their suspension, including any school-endorsed activities, such as ECAs, sports fixtures, field trips, events and/or competitions.

Break periods

For health and safety reasons, students are only permitted in supervised areas of the school during break and lunch periods. Restrictions are variable and may be applied at any time, in accordance with the availability of physical and human resources, as well as the current climate. Many teachers welcome students into their classroom during break and lunch periods. Students should only be in classrooms when accompanied by a member of staff, who has requested/approved the students' attendance - e.g. to attend a meeting, activity or club.

Behavior expectations, during break periods, are consistent with those set out in the GIS Code of Conduct. Irresponsible and/or inappropriate behaviors will be reprimanded accordingly.

Healthy Eating

GIS is an advocate for healthy living and we encourage our community to exhibit lifestyle habits that promote holistic well-being. Our dietary choices and hydration significantly impact our energy levels, focus and mood throughout the day. As such, GIS students are encouraged to consume a healthy lunch and snacks, comprising



natural, whole foods, which provide balanced and sustained energy release (in contrast to processed, high-sugar products, which cause fluctuations in energy, focus and mood).

- Secondary School students have access to the canteen, but may also bring a 'packed lunch'.
- Food and drink are to be consumed in designated areas of the school only.
- Drinking water is the only liquid permitted in classrooms.
- Carbonated/Energy drinks, chewing gum and candy are not permitted at school.
- Excluding Senior students and staff, caffeinated drinks are not permitted at school.
- Students must not order 'outside food' to be delivered to school, unless it is pre-approved and coordinated by a member of staff.

Drugs & Alcohol

The use of drugs (including tobacco or other controlled substances) and alcohol is hazardous to health (particularly in young people), governed by strict laws in the UAE and harmful to a healthy school environment. The possession, use, sale and/or distribution of drugs or alcohol on school property, on school transportation or during GIS-sanctioned events is prohibited and is a severe infraction of the GIS Code of Conduct. Violation of this policy may incur suspension, loss of privileges and/or student expulsion.

Leadership Eligibility

A student who has been in significant breach of the Code of Conduct and who wishes to stand for a leadership position will have their record reviewed by the school administration. The administration will decide whether the student has demonstrated suitable character and behavior, and whether they are a suitable role model for the GIS community.

If a student in a leadership position (current or pending) is in significant breach of the Code of Conduct, his/her leadership position may be removed. All final decisions rest with the Head of School.

Acceptable Technology Use

The GIS Code of Conduct applies to the Acceptable Technology Use Agreement, just as it does to all other facets of school life at GIS.

All students have access to the school network and the Internet, intended for educational and administrative purposes. This is a privilege, which may be removed if warranted. GIS technology resources are to be used in accordance with the Acceptable Technology Use Policy and all users are required to comply with its regulations. Non-compliance may result in loss of privileges and disciplinary action.

The following guidelines apply to the use of all technology at GIS and provide an outline to help users understand appropriate use.

Ethical Conduct

It is the responsibility of all users:

- To recognize and honor the intellectual property of others
- To comply with legal restrictions regarding plagiarism and the use and citation of information resources
- To restrict the use of GIS' technology resources to the mission of the school; the use of computer systems for personal use unrelated to the mission of the school or for private gain is prohibited
- To help maintain the integrity of the school network and equipment; deliberate tampering, or experimentation is not allowed

It is a violation to modify and/or copy any protected system files, system folders or control panel files without prior approval of the Network administrator or Director of ICT



Educational Use

Users are responsible for the ethical and appropriate use of their school network accounts and should follow the points below:

- School related files are the only files to be saved in your folder
- Storing commercial software, music, and/or games or hidden files to your folder is not permitted
- Saving to the hard disk drive of any school device is granted only by permission of instructor (for students) or IT Coordinator (staff)
- Playing commercial/online games is not permitted

Respect for Others

Users should respect the rights of others using the technology resources and follow the points below:

- Use assigned workstations only, as assigned by teacher
- Always log off your workstation at the end of your period of usage
- Avoid deliberately attempting to disrupt network performance or interfering with the work of another user
- Leave equipment and room in good condition for next user/class
- Do not change any user settings such as background images etc.

Respect for Security

Accounts on the systems at GIS are considered secure, although absolute security of any data cannot be guaranteed. Members of the GIS community should respect the need for electronic security and should consider the guidance given below:

- Teachers can be provided access to student files for instructional or evaluative purposes
- Users are to use their own account/password at all times and should not attempt to access another person's account
- No passwords, usernames or other login details should ever be shared with another user
- Reading, modifying or removing files and/or mail owned by other users is not allowed without prior approval by the instructor or IT Coordinator
- Any attempts to transmit software designed to compromise the operation or security of the network is prohibited.

Software installation

Software may only be installed on the school information systems (including all individual workstations) with prior approval from the Director of IT.

Software copyright

Most software installations and usage require a license to be legally used in a school, whilst some software can be accessed online without being downloaded onto a device. GIS purchase licenses for commonly used or teacher requested software. If any software is required but not available, a request should be made to the director of IT. Please note the points below as guidance in regarding to software at GIS:

- The only software, other than students' projects, to be used on the school's computers are those for which the school owns a valid license
- Licensed/copyrighted software is not available for borrowing and may only be used at other sites with approval of Director of IT
- Copyrighted software shall not be downloaded from the Internet or further transmitted in any form without compliance with all terms of a preauthorized licensing agreement
- Infringement or violation of copyright laws or restrictions will not be tolerated
- Any attempts to circumvent the licensing control or the copying of software from the network without the permission from the Director of IT is prohibited



Hardware

Students and staff are expected to treat any and all hardware at GIS with the same level of respect and care as any other resource within the school. Please note the points below as guidance:

- Report equipment problems immediately to teacher, classroom assistants, Network Administration or Director of IT
- Leave workstations and peripherals in their designated places at the end of your period of usage
- Keep work areas neat and clean and free from food and drink at all times
- Any attempts to move, repair, reconfigure, modify or attach external devices to existing information and network systems without the permission of the Network administration and/or Director of IT is prohibited
- Borrowing of school hardware is not permitted unless email authorization has been given from the Director of IT
- Any negligent damage caused to any school hardware by a student will result in repair/replacement costs being invoiced to parents/carers

Audio visual hardware

If a person checks-out or borrows a piece of audio visual equipment, they are responsible for replacing it or repairing it if it is lost or damaged. All equipment must be properly signed-out and documented.

Internet/World Wide Web usage

Internet access is available to all students and teachers at GEMS International School. We believe these communication links offer vast, diverse and unique resources to both students and staff and their availability outweighs any possible access to information that is not consistent with the educational goals of GIS. GIS has systems in place to block inappropriate sites. If any student or staff member finds that there is access to any inappropriate sites, they are expected to report this immediately to their teacher, the network administrator and/or the Director of IT.

GIS Online Code of Conduct:

As a student at GIS, I acknowledge that:

- Internet access is a privilege, which may be removed
- Use of VPN's is prohibited in the UAE and therefore the school
- I must respect the use of copyrighted materials
- I must respect the rights and privacy of others
- E-mail is allowed during school hours only in connection with a classroom assignment
- Downloading of unauthorized programs is not allowed
- Compromising the security of the school in any manner is unacceptable
- I must respect the values and ethics of the UAE's culture
- Students are prohibited from accessing unauthorized content (including, but not limited to):
 - Adult material
 - Hateful or discriminatory material
 - Non-educational gaming
 - Social media platforms

Bring Your Own Device

The Secondary School operates a BYOD (Bring Your Own Device) laptop policy and students are reminded that it is both their right and their responsibility to use their devices as learning tools only. Students are educated about digital citizenship and safeguarding, in order to navigate digital platforms responsibly and safely.

***Parents are encouraged to ensure appropriate insurances are obtained for personal devices, in case of unforeseen circumstances. A school is a dynamic place and genuine accidents do occur.*

Mobile Phones and BYOD Devices

At GIS, students do not require a mobile phone, smartphone or tablet device (e.g. iPad) for educational purposes. In the Secondary School, the BYOD policy relates to a laptop, which is for educational use only; see ['Acceptable](#)



[Technology Use Agreement](#)' for more details.

Should families insist on their children carrying a mobile phone (or other aforementioned device) for use outside of school hours, then they should be stored safely away in student bags or lockers for the duration of the school day. Students are not permitted to use mobile phones during the school day, unless explicitly approved by a GIS staff member.

Personal devices (including mobile phones) will be confiscated if it is deemed that use is:

- Without approval,
- Causing distraction to self and/or others, or
- In conflict with the '[Acceptable Technology Use Agreement](#)' and/or the school's values

On a third occasion, mobile phones will be confiscated and returned directly to the parent/guardian. At all times, it is the responsibility of students to safeguard their possessions and the school takes no responsibility for any loss or damage. All families are encouraged to insure personal devices in case of unforeseen circumstances.

To avoid confiscation, students should turn off mobile phones during school hours. This will help to avoid distraction and temptation, while ensuring that notifications don't disturb learning.

Student Support

At GIS, there is a holistic system designed to enable all students to be successful and meet their full academic and personal potential. The school takes a graduated approach to student support that embraces both academic attainment and emotional well-being.

Academic attainment

Subject teachers take on the principal responsibility for ensuring that all students achieve their academic potential, and for identifying students in need of additional support. Regular reviews based on formative and summative assessments are conducted by the subject teachers in coordination with the subject Head of Department. Where external data is available, reviews take place after each data collection cycle in conjunction with the inclusion team. Where a student is identified as needing additional support, this may be provided by the department or a referral may be made to the inclusion team for more intensive provision.

Emotional Well-Being

Homeroom teachers meet with all students daily and are the main point of contact for all pastoral and general academic concerns. When there are concerns that have been raised by the homeroom teacher, parents or by the student, the homeroom teacher will work in coordination with the grade leader to identify what further support is needed. This may include a referral to the student support services team for specialist intervention according to personal identified need. This may include support from the inclusion team and the counsellors or a referral to outside services if needed.

Specialist Student Support Services

The Student Support Services team at GIS consists of the Head of Inclusion, Secondary SENCo, the Counselling and Guidance Team, Inclusion Support teachers and the English Language Learning Teachers and Secondary teaching assistants. The team works in close collaboration with the Grade leaders and the Secondary Executive Leadership team to ensure there is a holistic approach to supporting students with any challenges.

Support for Students of Determination

GIS is a fully inclusive school and welcomes all students. Where students have an identified special educational need, the inclusion team will work with parents, teachers, external specialists and the student to ensure that any barriers have been accurately identified and strategies to overcome these challenges are put in place. The school adopts the graduated approach to ensure that the correct level of support is in place at all times and there is a



consistent focus on supporting students to move towards independence in learning. More detailed information can be found in the **GIS Inclusion Policy**.

Counseling Services

The school counselors work in conjunction with the wider pastoral team to support any students who may be experiencing short or long term difficulties with social, emotional and mental health. Support can be provided on an individual or group basis and may include referrals to or collaboration with external agencies. The counseling team also lead on the promotion of well being across the school community; working with students, parents and teachers.

Guidance Services

Students are given academic guidance during transition between phases and support with identifying next steps in learning beyond GIS. All Grade 10, 11 and 12 students have individual conferences to explore future aspirations and to select pathways moving forward. There is guidance and support for submitting applications to their chosen colleges and universities.

English Language Learners (ELL)

Students who enroll in GIS without the required level of proficiency in English are supported to rapidly develop their language skills through the ELL program. Screening and ongoing diagnostic measures are applied to ensure provision is targeted at next steps in learning and to determine students' readiness to transition into the mainstream curriculum.

The program is delivered by ELL specialists and comprises two components; direct language intervention sessions and support within the classroom. In the language intervention sessions students receive small group instruction with a specialist teacher. This is focused on language development and may also include some pre-teaching of language to support access within the classroom and guidance with the completion of assignments. These sessions will take place within a specialist classroom. In class support is designed to support the students in applying their language skills in context. The ELL team works closely with subject specialists to ensure that work assigned is appropriately modified to enable access for students who are developing their language proficiency. Students are also able to make use of exam accommodations whilst their language skills develop.

Enrolment

Class placement

At GIS, We firmly believe that the strength of a well-rounded student body lies in its varied backgrounds, experiences, and cognitive abilities. To uphold this ethos, we place significant emphasis on crafting balanced student groups within each class. Our goal is to ensure that each class is representative of the entire Grade Level, reflecting the rich diversity that defines our community. This approach not only reinforces a shared sense of accountability but also maintains uniformly high standards and expectations for all students.



When it comes to determining class placement, we adopt a comprehensive approach that encompasses various dimensions of a student's well-being. We take into consideration their social, emotional, physical, and academic needs. Our ultimate aim is to assemble groups of students who can collaborate effectively and harmoniously.

In this regard, we kindly seek your trust and support. It's vital to the integrity of our placement process that we are unable to accommodate requests for specific placements based on personal preferences. While we understand the desire for particular arrangements, we firmly believe that our commitment to diverse and balanced groupings is pivotal in nurturing an environment where all students can thrive.

Withdrawing from School

All notices of withdrawal must be made to the Registrar, in writing. The school requires a minimum of two weeks' notification of withdrawal. Parents are responsible for submitting a withdrawal form via parent portal in order to complete the Student Clearance. In the event of outstanding books, fees or fines, the school will not release records nor issue an Attested Transfer Certificate.

Families who wish to collect their children's records in person may do so. However, we require prior notice of your intentions and ample time must be afforded to assemble records. This process may be delayed at the end of the year, due to scoring of final assessments or exams. In which case, transcripts and/or records can be delivered directly to the new school or to parents/guardians. Withdrawing families should leave a forwarding address and a stamped envelope at the earliest possible date.

Transfer Certificates

The UAE's Ministry of Education requires that all students (from Grade 2, onwards) submit a Transfer Certificate when moving between schools. After November 1st of each year, students in all grades require a Transfer Certificate to move schools. GIS will be happy to prepare a Transfer Certificate for all students who have completed the withdrawal process, detailed above.

More information about Transfer Certificates can be found in the Application Package, available online or upon request from the Registrar.

Health, safety and security

Fire Alarm

The campus buildings are fitted, throughout, with a fire alarm system. Periodically, throughout the year, fire drills will take place, in order to familiarize the GIS community with emergency evacuation procedures. The following points should be adhered to in the event of a fire alarm:

1. When the alarm is sounded, all students, visitors and faculty exit the building immediately in an orderly fashion, using the designated exits.
2. Upon exiting the building, students, visitors and faculty should report to their designated assembly point, where attendance will be taken. The assembly point for Secondary School students is outside the gate, at the school entrance.
3. Everybody should remain calm, orderly and quiet whilst observing rules and directions that are communicated.

Lockdown

In some emergency situations, it may not be advisable, or even feasible, to evacuate. The school engages in lockdown simulation drills to prepare for such situations. The lockdown procedure is signaled through a recorded announcement. Following the announcement, the following points should be adhered to:



1. GIS students, visitors and faculty remain in the room that they are in or (if in transition) swiftly move into the nearest lockable room.
2. Lock the room, remain silent and follow the instructions of the nearest member of staff.
3. Individuals that are outside or in open areas that cannot be locked should drop to the floor and remain as still and quiet as possible.
4. Remain in the lockdown area until instructed by a member of GIS staff.

Security

A security officer is on duty, on the school campus, at all times. The security officer is available to assist GIS students, visitors and faculty on weekends and to make certain that the school campus is safe and secure. At all times. In case of emergency, the security staff have access to a telephone.

GIS MyHealth

The initiative is aimed at educating and empowering all members of the GIS community to take responsible action towards their physical health and well-being. GIS students will undergo regular fitness testing and have online access to a personal fitness portal, containing key information and advice to monitor and self-direct their development of health-related components of fitness. In time, the provision of this initiative will extend to GIS families and staff.

An abundance of empirical research highlights the academic, social and emotional benefits of regular physical activity. At GIS, we aim to instill this understanding, whilst motivating the whole community to undertake more exercise, such that they may be healthier, happier, more successful versions of themselves.

Medical Services

At GIS, we advocate a proactive (vs. reactive) approach to health and well-being. As such, we aim to educate students on the benefits of purposefully practiced routines, comprising a healthy balance of studies, family and social time, personal interests, physical activity and quality sleep.

Where necessary, the school clinic supports student well-being in a number of ways. The responsibilities of clinic staff include:

- Administering first aid
- Treating minor ailments
- Health education
- Maintaining student health records
- Updating vaccinations and medical information
- Operating in accordance with the Dubai Health Authority

School Nurse

A registered nurse is on duty during school hours and throughout the afternoon ECA period (8:00am – 4:30pm). The nurse is available to assist students who become ill or injured during the school day. Parents are asked to complete the medical forms sent home at the beginning of the year and to keep the nurse informed of medical problems that might affect the student at school or have a bearing on his/her academic progress. Should a student become ill, the school will attempt to contact his/her family.

The following completed forms must be kept on file to enable us to care for your child effectively. These forms must be completed and returned to the School Clinic directly, prior to your child starting school:

1. Health Information Form
2. Medical Consent Form
3. Immunization Record – a copy is required

First aid kits are located throughout the campus (gymnasium, offices, art rooms, science labs, etc.) and there are qualified first aid providers among the GIS faculty.



Medication

If at all possible, we request that students avoid bringing medication to school. Where it is necessary for a child to take any kind of medication at school, a completed consent form must be provided by the students' parent/guardian, to be filed at the school clinic. The medication will be kept and dispensed by the nurse. We request that any medication is clearly labeled with the student's name and class, along with the medication's name, dosage and recommended timings.

Student Illness and Injury

If a student experiences any form of diarrhea or vomiting, they must not attend school for a period of 48 hours from their most recent episode.

Students suffering from a fever may not return to school until they have been fever free, without the aid of medication, for 24 hours.

Following surgery, injury or trauma sustained by students, a care plan should be formulated between the family and school, comprising appropriate risk assessment and extended provision, where applicable.

Occasionally, external advice regarding students' return to school may conflict with the school's recommendations. At all times, the school doctor is the final arbiter and, where necessary, discussion will be held with the Head of School, in order to support the student's safe return to school.

Food Allergies

Parents/guardians must inform the school of any known allergies that students may have. We request that any foods brought into school for sharing are free from nuts and/or nut products, as several students may experience severe allergic reactions to them. In case of contamination, the school nurse is trained to administer Epipens to students who have been prescribed.



Bus Travel

School Transport Services (STS) offers a paid bus service to some areas of Dubai for GIS families. Parents should contact the school's STS representative if they wish to inquire about the service. Their GIS office is located behind the main reception.

Student conduct on bus service

Motorized transport carries a degree of risk that is accepted by families when registering their child for the STS bus service. Students who use the school bus, either regularly or occasionally, must adhere to the GIS Code of Conduct and observe the following rules, in order to avoid any further/unnecessary risk to themselves and others:

- Demonstrate respect for the driver, the conductor and other passengers
- Promptly take a seat and remain seated, with a fastened seat belt, for the duration of the journey
- Avoid loud, disruptive interactions and/or engaging in general misconduct which may cause distraction to the driver
- Keep the buses clean, tidy and free of litter
- Refrain from eating or drinking on the bus

Possible consequences for misconduct on buses:

Bus Code Violation	Possible Consequences May include...
1st Offense	Warning
2nd Offense	Lunchtime detention Parent contact inform of further consequences
3rd Offense	Potential to be removed from bus for 5 school days
4th Offense	1 day in-school isolation Parent meeting and potential for student to be removed from the school bus for 10 days
Further Offenses	At the Head of School's discretion - actions such as school suspension; removal from bus service permanently, etc.

Traveling on the Bus With a Guest

Where arrangements are communicated in advance, and provided there is space, it may be possible for students to ride home with a friend. Parents should check, by midday (at the latest), with the Head of Transport to confirm that there is an available space. Both the driver and the Homeroom Teacher must be notified, in writing, of any alteration to normal bus arrangements.



Complaints Procedures for Parents and Legal Guardians

At GIS, we advocate open lines of communication, between school and home, in order to foster the level of collaboration required to support accelerated student development. In the event that a family wishes to log a concern or complaint with a teacher, we request that they observe the procedures outlined in the **'Contacting the School'** section.

Please be informed that any complaint or concern raised directly to the Head of School will typically be referred back to the relevant member of staff, unless the Head of School deems it appropriate to personally deal with the matter. In any case, the school and its faculty will endeavor to resolve concerns and complaints in a swift and professional manner. Relevant staff will keep anecdotal records of concerns and complaints, as they are received and addressed.



GEMS INTERNATIONAL SCHOOL PARENT & STUDENT CONTRACT

At GIS, we recognize that a collaborative partnership between school and home is a cornerstone of success in a child's educational journey. Respectfully, we ask parents to support this partnership by completing and returning this Parent Contract to Reception.

As a parent, I will endeavor to:

- Ensure my child's daily attendance in all classroom and related experiences, recognizing that frequent absences and persistent lates are detrimental to their academic success.
- Help my child to be appropriately dressed and prepared for school.
- Report my child's absences or late arrival to the school.
- Help my child to prioritize his/her academic requirements and activities and emphasize the importance of respect and good citizenship.
- Communicate directly with faculty to build a partnership that will support my child's learning.
- Support the school in implementing the Code of Conduct.
- Help my child to integrate his/her academic and co-curricular experiences while maintaining their well-being.
- Ensure safe, timely collection and transport arrangements to safeguard my child and avoid idle waiting time after school and/or co-curricular activities.
- Be respectful of other drivers on campus, and of the traffic control personnel during pick-up/drop-off.
- Respect parking areas by parking only in designated areas and adhere to the campus parking/traffic rules.

Upon signing, I agree to:

- Read the Secondary School Handbook, in full
- Read, accept and uphold the [GIS Code of Conduct](#)
- Read, accept and uphold the [Acceptable Technology Use Agreement](#)

Parent/Guardian of: _____

Grade: _____

Name: _____

Signed: _____

Date: _____

As a student, I will endeavor to:

- Abide by the Code of Conduct, follow established rules and take responsibility for my actions.
- Accept responsibility for full, daily attendance in class, advisories and co-curriculars, and for engagement in the academic process.
- Come to school prepared, appropriately dressed, on time and ready to learn.
- Complete my work on time and seek extra help where needed.
- Prioritize my activities in such a way that academic success and co-curricular involvement can be well integrated.
- Communicate closely and regularly with teachers, in order to achieve academic success.
- Manage personal commitments by recognizing where involvement may impact others and by using respectful and timely communication to act responsibly.
- Respect the physical grounds, property, staff, students and wider community of GIS, as well as its values.



Acceptable Technology Use Agreement

All students have access to the school network and the Internet, intended for educational and administrative purposes. This is a privilege, which may be removed if warranted. GIS technology resources are to be used in accordance with the Acceptable Technology Use Policy and all users are required to comply with its regulations. Non-compliance may result in loss of privileges and disciplinary action.

As a student at GIS, I acknowledge that:

- Internet access is a privilege, which may be removed
- Use of VPN's is prohibited
- I must respect the use of copyrighted materials
- I must respect the rights and privacy of others
- E-mail is allowed during school hours only in connection with a classroom assignment
- Downloading of unauthorized programs is not allowed
- Compromising the security of the school in any manner is unacceptable
- I must respect the values and ethics of the UAE's culture
- Students are prohibited from accessing unauthorized content (including, but not limited to):
 - Adult material
 - Hateful or discriminatory material
 - Non-educational gaming
 - Social media platforms

Student Name: _____

Grade: _____

Signed: _____

Date: _____



Code of Conduct Agreement

Conduct Expectations

Compliance with the Code of Conduct is a fundamental agreement upon enrolment at GEMS International School - Al Khail. Parents/guardians are expected to thoroughly review and uphold the Code of Conduct with their children.

GIS expects that, as an underlying standard, all members of the school community will show respect for, and adhere to, the public laws in force in our region. In addition, all members of the community are expected to conduct themselves at all times, both on and off campus, in a manner that positively credits the school that they represent.

The Code of Conduct is in effect at all times that a student is within the jurisdiction or under the responsibility of GEMS International School - Al Khail, whether during school hours and on school property, or in transit to or from school for school-authorized activities, or when participating in school-authorized activities or events.

As part of our continuing effort to ensure the educational and emotional well-being of our student body, the statements of assumptions, goals and policies are a reflection of our belief that clearly defined expectations, applied fairly and consistently, help students to become responsible individuals.

Integrity at GEMS International School - Al Khail

Integrity means being principled in all that we do. It comprises both thoughts and actions, and is demonstrated by behavior exhibiting truth, honesty, justice and respect for self and others. At GIS, we model this behavior through academics, service to others, sportsmanship, co-curricular involvement and interpersonal relationships. Being principled is an essential component of the IB Learner Profile.

Culture of Responsibility

As a member of the GEMS International School - Al Khail community, I acknowledge my role in creating a culture of responsibility. I will strive to treat all members of the community and visitors in a fair and respectful manner, and will endeavor to resolve conflicts constructively, both on and off campus.

As a student, I will endeavor to:

- Abide by the Code of Conduct, follow established rules and take responsibility for my actions.
- Accept responsibility for full, daily attendance in class, advisories and co-curriculars, and for engagement in the academic process.
- Come to school prepared, appropriately dressed, on time and ready to learn.
- Complete my work on time and seek extra help where needed.
- Prioritize my activities in such a way that academic success and co-curricular involvement can be well integrated.
- Communicate closely and regularly with teachers, in order to achieve academic success.
- Manage personal commitments by recognizing where involvement may impact others and by using respectful and timely communication to act responsibly.
- Respect the physical grounds, property, staff, students and wider community of GIS, as well as its values.



Review Log

Review Date	Reviewed By	Amendments Made (Y/N - comments if necessary)
28/1/2018	Lee Hole	Minor changes - vision, absences/illness terms
21/5/2018	Nic Walters	
22/5/2018	Ruairi Cunningham	Some minor changes - DP grading and missed assessment different from MYP. DP Handbook can be linked to this doc.
29/08/2018	Lee Hole	Added most amendments that had been suggested by various Secondary School leaders
28/02/2019	Lee Hole	Additional guidance and clarification of actions to be taken by the school in relation to smoking, smoking devices and paraphernalia included in behavior section
20/06/2019	Lee Hole	Annual review, updated staff names and contacts and general updates of language and grammar
20/08/2020	Lee Hole	Annual contact check & amendments
11/04/2022	SALT	Annual check and amendments.