



# Child Protection Policy

Sharjah American International School

**August 2021  
(Annually reviewed)**



# SAIS CHILD PROTECTION POLICY

## **PURPOSE**

The safety and welfare of students are a priority for all schools, and SAIS recognizes its moral obligation to create a safe environment for students within its care and to protect them from both intentional and unintentional harm. This policy sets the framework for all SAIS personnel in regards to child protection. It provides guidelines to ensure that students within the School system receive the best possible care and sets the framework to manage any cases of abuse or neglect. Thus this policy aims to:

- Ensure that the wellbeing of students is paramount and is reflected in all aspects of the School including the physical environment, policies and procedures, activities, and curricula.
- Raise awareness among the School community with regards to child safety and foster a climate of trust that encourages staff and students to report any suspected cases of abuse or neglect.
- Set the procedures for reporting, handling, and monitoring any suspected cases of abuse or neglect in an efficient and confidential manner.
- Provide training and support for staff on child safety in general, online safety, and protection.

## **DEFINITIONS**

A **Child** under this policy is a person who has not attained 18 years old.

**Child protection**, for the purpose of this policy, is defined as all measures, steps and actions that must be taken to protect students from risks that may cause harm or injury while they are in the school's care, travelling to and from the school using school transport, and moving between, waiting for, taking part in, all activities organized by the school inside or outside the school campus, and accessing the internet inside or outside the school campus.

A **school day** is the time period spent by a student under school supervision. It includes the time spent by the student inside the school and includes the time spent by the student in school buses from and to the school and in extra-curricular school activities and online activities.

**Abuse** refers to physical abuse, corporal punishment, emotional abuse, sexual abuse and also includes bullying, exploitation, and neglect.

- **Physical abuse** is the deliberate physical injury to a student, or the intentional neglectful failure to prevent physical injury or suffering. This involves actions including, but not limited to, hitting, shaking, throwing, poisoning, burning or scalding, drowning,

suffocating, confinement, or giving the student drugs not prescribed by a physician to control behavior or to cause harm. Refer to APPENDIX 1 for common signs that indicate physical abuse.

- **Corporal punishment**, a physical punishment inflicted on a child by a teacher or any adult in authority, such as the guardian, as a form of discipline, and is considered as Physical abuse.

- **Emotional Abuse** is the persistent emotional ill-treatment of a student such as to cause severe and persistent adverse effects on the student's emotional growth and development. It involves actions such as, but not limited to, conveying to students that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It involves causing students to feel bullied, frightened or in danger, or the exploitation or corruption of students. Some level of emotional abuse is involved in all types of ill-treatment of a student, though it may occur in isolation. Refer to APPENDIX 2 for common signs that indicate emotional abuse.

- **Sexual Abuse and Exploitation** involves but not limited to forcing or enticing a student to take part in sexual activities. The activities involve, actions including, but not limited to, physical contact, including penetrative or non-penetrative acts. They include non-contact activities such as involving students looking at or in the production of, pornographic material or, watching sexual activities, sexual hinting or encouraging students to behave in sexually inappropriate ways. Refer to APPENDIX 3 for common signs that indicate sexual abuse.

- **Bullying** is unwanted aggressive behavior(s) from a student or more to another student and involves an observed or perceived power imbalance and is repeated (or is highly likely to be) multiple times. Bullying, as a form of violence, includes physical (hitting, tripping), verbal (name calling, teasing), relational/social (spreading rumors, leaving out of group), and cyber-bullying aggression (occurs through e-mail, a chat room, instant messaging, a website, text messaging, or pictures or videos sent through cell phones or posted on websites). A student can be a perpetrator, a victim, or both.

- **Neglect** is the persistent failure to meet a student's basic physical, emotional and/or psychological needs, likely to result in serious impairment of the child's health or development. It involves failing of a parent or a guardian to take actions that are considered necessary to care for children including, but not limited to:

- Provide adequate food, clothing and shelter
- Protect the child from physical harm or danger
- Provide adequate care (including the use of adequate caregivers)
- Provide healthcare and appropriate medical treatment
- Provide education and regular school attendance
- Maintain personal hygiene
- Ensure adequate stimulation.

Refer to APPENDIX 4 for common signs of neglect.



## **POLICY GUIDELINES**

The following guidelines have been adopted from the Abu Dhabi Child Protection Policy:

- The school and the school principal are guardians of the right of students of not being exposed to abuse and neglect. The school principal agrees to act as the guardian of all students while they are under school's care and has to take responsibilities that fall under this role.
- All students have equal rights for protection, safety, and security. The school is fully responsible for the care and protection of students, while students are in the school's care, travelling to and from the school using school transport, and moving between, waiting for, and taking part in all activities organized by the school inside and outside the school.
- All employees and school staff – including any person who, in the performance of his/her duties, has regular or temporary contact with students and who provides services to students or school – are authorized and mandated to report all cases of suspected abuse and/or neglect (conducted by any perpetrator inside or outside of the school) directly to the School principal within 24 hours upon suspicion.
- No school principal or school staff shall impede or inhibit reporting or a suspected case of child abuse and/or neglect by a third party, nor shall they take any actions against the reporter nor threaten of doing so.
- School staff must raise the awareness of students of the importance to report any suspected case of student abuse and/or neglect inside or outside the school that becomes known to them, as stated in this policy.

The designated person should oversee child abuse/neglect cases and must possess the necessary skills and knowledge to handle such cases. He/ she must:

- Work with all involved parties (students, parents, teachers, principal, any other internal or external party relevant to the case).
- Seek the support of external parties when needed.
- Keep the Principal fully abreast of all case developments.
- Handle the issue in the most efficient and discreet manner.
- Ensure that accurate records are maintained on each case and filed in a secure place.

His/her other duties also include:

- Develop child protection awareness campaigns for students and staff.
- Ensure that the safeguarding procedures are followed in the school and make recommendations for improvement when needed.

## **Roles and Responsibilities:**

The Principal must:

- Publish this policy and its provisions to all stakeholders.
- Ensure that all staff members are aware of the requirements of this policy.
- Ensure that teachers and staff are trained to detect any signs of abuse or neglect by providing in-service training sessions regarding this policy and its implementation methods.
- Provide multiple opportunities for staff members to attend conferences and seminars about safeguarding children.
- Encourage staff members to report any suspicion of child abuse based on the indicators attached to this document.
- Take preventive measures to ensure that all students are supervised during the school day.
- Provide a safe and nurturing environment for the students to feel they can report any cases of abuse.
- Report any alleged cases to the legal authorities.
- Review this policy and the procedures embedded on a yearly basis and make modifications when necessary.

Staff members must:

- Abide by the requirements of this policy.
- Provide access for pupils to talk about any concerns they might have.
- Be alert to any indicators of child abuse.
- Take proper documentation of any alleged abuse case reported by students.
- Refrain from inappropriate physical or verbal contact with pupils.
- Report any suspected case of child abuse to the designated person by filling out the “Child Protection Referral Form” attached to this document.

## **General Indicators of Child Abuse**

All staff members should be alert to possible signs or indicators of child abuse. These indicators can be manifested in the child’s behavior as well the parents’ behavior. Below are the main indicators:

The child might:

- Show excessive signs of harm on body regardless of justifications.
- Demonstrate high levels of anxiety and agitation. (They may startle at the smallest things, such as a car door slamming or a glass cup accidentally falling to the floor, etc.).
- Exhibit negative thoughts about the future, as though expecting something bad to occur.
- Show increased alertness to the environment.
- Be overly compliant.
- Come to school early, stay late, and fear going home.
- Be numb to emotions.

- Constantly cry for long periods of time.
- Withdrawn from those around them.

The caregiver might:

- Avoid meeting teachers and staff members to discuss their child's performance.
- Constantly blame the child.
- Request that the school uses excessive force to "discipline" the child.
- See the child entirely bad, worthless, or burdensome.
- Demand perfection or a level of physical or academic performance the child cannot achieve.

None of these signs confirm that there is child abuse occurring at home, however when some of these signs appear continually, then the teacher should be alarmed and the designated person should be informed.

### **Dealing with a Disclosure**

- **Listen** to what is being said.
- Accept what is being said.
- Allow the child to talk freely.

DO NOT

- Explore the case or discuss it with colleagues.
- Ask leading questions.
- Make promises about confidentiality that you can't keep.
- Inform the parents or the caretaker.
- Don't overreact or act surprised or shaken.

DO

- Ask **ONLY** four questions: What happened? Who did this to you? Where were you when this happened? When did this happen?
- Control your own emotions by remaining calm.
- Show that you understand what is being confided in you and take seriously what the child is saying.
- Tell the child "I believe you." And, "It's not your fault." Assure the child that they did the right thing in telling.
- Provide a safe environment.
- Reassure the child that what has happened is not their fault and stress that it was right to talk.
- Go slowly –Do not rush him into speaking.
- Be supportive, not judgmental.
- Explain what has to be done next and who has to be told.



## **Documentation and Record Keeping**

Staff members should follow the below guidelines when dealing with disclosures:

- Record factually what you have observed “not assumed”.
- Record all details of the alleged incident (date, time, place, and persons involved).
- Record the student’s exact quotes.
- Make notes of all comments as soon as possible, after the conversation.
- Save all drawings and artwork.
- Record statements and observations, not interpretations or assumptions.
- Record on a body map the site of any injury.
- Keep records confidential- present them only to the designated person.

All staff members must comply with the provisions of this policy. This policy will be accessible to all school stakeholders. Persons who fail to comply with this policy will be subject to legal accountability and school penalties stipulated in accordance to UAE Federal Law No.3 of 2016 on Child Rights, Federal Law No. 3of 1987 on Penal Code, and any local or Federal relevant laws effective at the time of the incident.

### School Contact Telephone Numbers:

The following personnel can be contacted on 06-7665553.

- Mrs. Carole Sarkis Abboud (School Principal) ext 120
- Ms. Mona Serhal (Vice Principal and KG Coordinator) ext 117
- Ms. Annie Andreades (Elementary Coordinator) ext 112
- Ms. Knarik Papoyan (Middle/Middle / High School Girls Coordinator) ext 114
- Mr. Mohamad Chalak (Middle School Boys Coordinator) ext 108
- Mr Khaled Abdulkhaled High School Boys Coordinator ext 118
- Ms. Ghada Abdulla (School Counselor) ext 121
- Ms. Oraib Mohamad (School Counselor) ext 115

### **Appendix 1: Common Signs of Physical Abuse**

Possible signs of physical abuse may include:

- Burns of all sorts.
- Bruises, lumps, welts.
- Human bite marks.
- Repeated broken bones.
- Multiple burns with a clearly demarcated edge.
- Frequent minor injuries.
- Inexplicable bruises or injuries.
- Injuries which have not received medical attention or that are inconsistent with the explanations given.
- Frequent complaints about abdominal pain.
- Aggressive behavior or severe tantrums.
- Detachment, withdrawal, or overly compliant.
- Hanging around school before and after class.
- Lack of trust in adults.
- Anxiety or low self-esteem.
- Self-inflicted wounds.
- Frequent absences.
- Sudden changes in behavior, attitude, or academic performance.

### **Appendix 2: Common Signs of Emotional Abuse**

Possible signs of emotional abuse may include:

- Delayed or inappropriate emotional and social development.
- Uninterested attitude / low perseverance.
- Low self-confidence/poor self-image, withdrawal and detachment (difficulty forming relationships).
- Anxiety or depression.
- Headaches or stomachaches with no medical cause.
- Avoidance of certain situations, such as refusing to go to school or ride the bus.
- Desperately seeking affection.
- A decrease in school performance or loss of interest in school.
- Loss of previously acquired developmental skills.
- Inability to trust.
- Excessive fearfulness.
- Avoiding eye contact.
- Low empathy.
- Feelings of shame and guilt.
- Repeated crying for no obvious reason.
- Suffering from sleep, speech disorders and demonstrating compulsions, obsessions, phobias, hysterical outbursts.
- Inappropriate aggressive, destructive behaviors or cruelty to others.

### **Appendix 3: Common Signs of Sexual Abuse**

Possible signs of sexual abuse may include:

- Blood in the child's underwear.
- Trouble walking or sitting or complaints of genital pain.
- Refusal to change clothes in front of others or participate in physical activities.
- Bowel disorders, such as soiling oneself (encopresis).
- Genital or rectal symptoms, such as pain during a bowel movement or urination, or vaginal itch or discharge.
- Sexual behavior or knowledge that's inappropriate for the child's age.
- Indulging in alcoholism and drug abuse or engaging in high-risk sexual behaviors.
- Poor school performance and class participation.
- Having excessive fears.
- Withdrawal from normal and regular activities.
- Abuse of other children sexually.
- Hiding and avoiding a specific person for no reason.
- Running away from home.

### **Appendix 4: Common Signs of Neglect**

Possible signs of neglect may include:

- Poor growth or weight gain.
- Poor hygiene.
- Lack of clothing or supplies to meet physical needs.
- Taking food or money without permission.
- Eating a lot in one sitting or hiding food for later.
- Poor record of school attendance.
- Poor academic performance.
- Lack of appropriate attention for medical, dental or psychological problems or lack of necessary follow-up care.
- Emotional swings that are inappropriate or out of context to the situation.
- Indifference, disinterest, or withdrawal.
- Fear or over compliance.
- Lack of self-confidence.
- Leaving child at home alone for long periods, with little or no supervision.
- Exhibiting violent behavior.

**Appendix 5: Child Protection Referral Form**

Name of child _____	Grade _____
Date _____	Submitted by _____
<b>Nature of concern</b>	
<b>Signs that were depicted</b>	
<b>Notes of discussion including student's exact wording</b>	
<b>Action taken</b>	
<b>Siblings at school:</b> _____	
<b>Did you approach the student?</b> _____ <b>Did he approach you?</b> _____ <b>To your knowledge, is any other staff member aware of the issue?</b> _____ If yes, then specify the name _____ <b>To your knowledge, is any other student aware of the issue?</b> _____ If yes, then specify the name _____ <b>Did the caregiver show any signs?</b> _____	

## **Appendix 6 – School Safety**

### **School Safety:**

SAIS aims to create a safe collaborative school community that fosters the growth of responsible, confident, and productive individuals within a context that respects local traditions. It encourages students to excel academically in an environment that safeguards them from all threats and provides them with a supportive nurturing environment for them to grow and develop.

To do so, SAIS will:

- Encourage staff to take all the necessary steps to ensure that a clean, safe and hygienic environment is provided to the learners at all times.
- Not tolerate any form of violence committed by students or teachers.
- Closely monitor all school premises based on a set schedule for assigned staff.
- Lock school doors during the school day and control access to the school.
- Attend to all minor maintenance issues such as broken windows or doors as soon as they occur.
- Allow school visitors to park their cars in designated areas only.
- Forbid learners to leave the school premises during break.
- Post evacuation plans in all classrooms, library, hallways, offices, and labs.
- Conduct annual fire drills.

### **School Visitors:**

- If the school wishes to ask speakers or presenters to visit the school, the school will inform the Ministry of Education of the name of the visitors and present to them the visitor's identification card and all the needed documents. Only after the request has been approved will the speaker be allowed to visit the school and meet the students.
- Caregivers are allowed to enter school buildings only after informing the receptionist and contacting the staff member they wish to meet.
- After which, the receptionist will issue a Visitor Name Tag (pass) to authorize the visit. Only then will the parents be allowed to enter the school sections.
- A school record is kept that registers all school visitors.
- All visitors will be given a visitor's pass. He/she should sign his/her name in the school record of visitors.

### **Early Dismissal:**

- In any case where the school decides to dismiss students early, parents will be informed ahead of time so that they can make the necessary arrangements.
- If parents wish to collect their children early, they must proceed to the school and obtain permission from the section coordinator or the principal.
- A register of students who leave early is kept.
- Frequent requests for early dismissals are investigated and parents are advised against it.
- A point system is placed where students lose attendance points when they miss classes due to early dismissals that are not verified by medical reports.

### **Field Trip Procedure**

A Field Trip Policy is available to provide guidelines for staff members on the conditions under which they can take students out of school for day and overnight trips. Field trips are planned after ensuring the safety and wellbeing of all students participating in the field trip whenever possible. A complete site visit or other reasonable preparations will be done by the trip organizer before the trip is approved. Staff members will be assigned to accompany the students on the trip at a ratio of no less than one supervisor per each ten students. No guests or other participants are allowed to go on the field trip unless approval from the Principal is obtained.

The procedure followed includes the below steps:

1. **“The Field Trip Request Form”** shall be submitted to the section coordinator at least two weeks in advance for approval. A Field Trip will be considered only after a written approval has been submitted.
2. Once the request for the field trip has been approved, the teacher organizing the trip must obtain Ministry approval through the Registrar office personnel.
3. The **“Request for Field Trip Transportation”** form will be submitted to the Transportation officer to ensure that the required number of buses is available on the day of the trip.
4. All concerned staff members will be informed about the trip using the **‘Field Trip Staff Notification Form’**. Staff members who will escort the students on the day of the trip will receive an accurate list of participating students.
5. Parents will be notified about the trip details using the **‘Parent Approval Form’**. Parents must be provided with the date(s), destination, and mode of transportation of the field trip. The permission slip signed by a parent must be received for each student or else the student will not be allowed to participate in the field trip.

**Field Trip Request Form**

*(To be completed by Teacher and Submitted to Section Coordinator and Ms. Nadwa for processing)*

**Group or Class** \_\_\_\_\_

**Teacher** \_\_\_\_\_

**Place to be visited** \_\_\_\_\_

**Purpose of visit/specific learning activities**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**\*Trip Date** \_\_\_\_\_ **School time required** \_\_\_\_\_

*\*Please note that the field trip request form should be submitted two weeks before the actual trip date.*

**Departure time** \_\_\_\_\_ **Return Time** \_\_\_\_\_

**Number of Students** \_\_\_\_\_

**Supervisor(s)** \_\_\_\_\_

**Cost to student** \_\_\_\_\_

**NOTE:**

Include a list of students going on field trip.

*I have read the School Policy and Administrative Procedure pertaining to student trips; this trip will be conducted in accordance with the established basic guidelines and any additional requirements developed at the individual school level.*

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Teacher**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Head of Department**

**APPROVAL:**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Coordinator/Principal**

## Field Trip Transportation Request Form

*Must be distributed to Mr. Qaissi/Mr. Oliver 2 weeks before the actual day of the trip*

Teacher Name: \_\_\_\_\_

Class(es): \_\_\_\_\_

Additional Supervisors(number): \_\_\_\_\_

(names):1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Departure Date: \_\_\_\_\_

Departure time from school: \_\_\_\_\_

Return time at

school: \_\_\_\_\_

Destination: \_\_\_\_\_

Details of location: \_\_\_\_\_

Number of Students: \_\_\_\_\_

-----For Office Use only-----  
-----

Confirmed Bussing Available \_\_\_\_\_

Bussing NOT

available \_\_\_\_\_

\_\_\_\_\_  
Muhammed Al Sayed – Transport Supervisor

Checklist

<i>Field trip request form (Coordinator)</i>	
<i>Ministry Approval (from Heba)</i>	
<i>Staff Notification (to concerned teachers)</i>	
<i>Parent Approval</i>	
<i>Transportation request form (to Muhammed Al Sayed)</i>	



**Field Trip Staff Notification Form\***

\_\_\_\_\_  
Date

Dear Colleague,

A field trip to \_\_\_\_\_ has been scheduled on \_\_\_\_\_  
(destination) (Time) (day) (date)

for grade(s)\_\_\_\_\_.

The trip will be made by school bus, leaving the school at \_\_\_\_\_ and returning at \_\_\_\_\_.

This group of students are accompanied by \_\_\_\_\_  
Teacher(s)

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Date

*\*Must be distributed to teachers 2 weeks before the actual day of the trip*

**Field Trip Staff Notification Form\***

\_\_\_\_\_  
Date

Dear Colleague,

A field trip to \_\_\_\_\_ has been scheduled on \_\_\_\_\_  
(destination) (Time) (day) (date)

for grade(s)\_\_\_\_\_.

The trip will be made by school bus, leaving the school at \_\_\_\_\_ and returning at \_\_\_\_\_.

This group of students are accompanied by \_\_\_\_\_  
Teacher(s)

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Date

*\* Must be distributed to teachers 2 weeks before the actual day of the trip*

**PARENT APPROVAL FORM**

\_\_\_\_\_ Date

Dear Parents,

A field trip to \_\_\_\_\_ has been scheduled for \_\_\_\_\_  
destination) (Time) (day) (date)

. The trip will be made by school bus, leaving the school at \_\_\_\_\_ and returning at \_\_\_\_\_.

This group of students are accompanied by \_\_\_\_\_  
Teacher(s)

and will work with the students to accomplish the educational objective of this trip .

If you wish your son/daughter to participate in this field trip, it is required that you complete and sign the bottom part of the form and return it to the teacher the following school day.

This form **MUST** be signed and returned. Parent approval may **NOT** be obtained by telephone.

Students going on the trip are required to wear school uniform.

\_\_\_\_\_ This is to certify that \_\_\_\_\_ has my permission to go on the field  
(name of son/daughter)

trip listed with this group.

In case of emergency, I may be reached at \_\_\_\_\_  
(telephone-home) (telephone-work)

\_\_\_\_\_ Signature of Parent or Guardian

\_\_\_\_\_ Date

**To the Teacher:** This form must be returned to the Section Secretary for filing.

### **Appendix 7: Intimate Care**

In some cases, children might have injuries or incidents that require intimate care. When dealing with such cases, the staff member involved should respect the privacy of the child, assure that the child is comfortable, and inform the child that the incident will remain confidential.

Steps to be taken in such cases involve the following:

The practitioner dealing with the incident should inform another adult, preferably the nurse and follow the below guidelines.

1. Leave doors slightly open but closed enough to give as much privacy as possible.
2. Try to arrange for other children to use an alternative room if possible.
3. Wear disposable gloves.
4. Ask the child to remove the soiled garments.
5. Use sealed wipes, or a disposable flannel, with antibacterial soap to wash the child, avoiding any intimate contact.
6. Use a towel to dry the child.
7. Rinse off the soiled clothes, then place them in a plastic bag ready to give to parent at pick-up time.

If similar situations happen frequently with the same child, it would be appropriate to discuss toilet training techniques with the parents so that routines are the same at school and at home.

### **Appendix 8 - Lost Child Procedure**

All staff should be vigilant in guarding the students at all times. This implies several daily routines that need to be followed. Some of these routines include keeping accurate attendance registers and checking the number of students after every break.

In the event of a missing child, the loss should be immediately reported to the section coordinator, who will then report it to the principal. The steps to be taken in this case include the following:

1. The coordinator will assign several staff members to check thoroughly the classrooms, large group environments (library, playgrounds, canteen, and gym), bathrooms, clinic, gym, and Art room.
2. Inform other members of staff of the situation at hand by providing them with details about the child (name, class, and description of child).
3. Ask other children about when they saw the missing child last.
4. Check with the child's siblings in other sections.
5. Send a staff member to check the cameras and see where the child was present last.
6. Place staff members at every exit door.
7. An announcement of the child's name and class will be made via the PA system.
8. If after a period of 7-10 minutes the child isn't found, then the principal will lock all exits of the school.
9. If the child has not been found within 15 minutes, parents should be contacted.
10. Locate parent and stay with them until the problem is resolved. Be reassuring and calm.
11. A decision will be made, by the principal, whether or not to call the police.

### **Appendix 9: Late Collection from School Procedure**

Students remain the responsibility of the school until they are collected by their caregivers.

1. All Elementary students are to be collected by their caregivers from their classes. Students remain there till 3:15. After which, all students, from different sections, are escorted to the reception area.
2. Every day, a designated coordinator remains after school to ensure that students of all sections are collected by their caregivers from the front desk.
3. The coordinator on duty will try to contact the parent/caregiver by telephone to find out why they are late. If unsuccessful, the emergency contact will be telephoned and asked to collect. They remain under the supervision of the coordinator until the parents collect them.
4. Under no circumstances will a child be allowed to go with another student without consent from the child's own parent or from the Principal.
5. Incidents of late collection will be recorded. A record of late collection of children will be made and retained by the school so that repeated incidents of this sort are investigated.

### **Appendix 10 - Bus Travel**

The aim of this policy is to ensure that students travel safely to and from the school.

Routing of the bus is done by the Transportation officer. School bus drivers do not have authority to change bus routes or student stops. Bus stops are generally located at corners or intersections. Cameras have been placed on the buses to monitor happenings on the bus. An assigned assistant rides the bus on a daily basis to ensure that no conflict among students arises. The assistant takes daily record of students riding the bus.

Staff members riding the bus are encouraged to report to the buses' supervisor and the section coordinators any misconduct that reoccurs on the bus.

In an event, where a student is constantly moving on the bus and causing conflict, the school will prohibit the student to use the school's transportation services. Students are to abide by bus rules and remain seated at all times.

Students are informed of the bus rules and regulations at the beginning of the year. These rules are also published in the SAIS Student and Teacher Handbook.

#### **Bus Rules for all students:**

1. Students are required to fasten their seat belts when traveling in the school bus
2. Students entering the bus should go immediately to a seat without crowding, shoving or disturbing others.
3. Young students are placed in the front next to the bus helper.
4. No shouting or talking loudly is allowed.
5. Students are not allowed to move out of their seats while the bus is moving.
6. Students are not allowed to litter the bus or damage the bus by writing /drawing on the seats.
7. Games, mobile phones or any other forms of electronic devices are not to be used on the bus.

8. Drivers may assign seats in the front of the bus to students with disabilities or to students who have a temporary physical impairment.
9. No eating or drinking is allowed on the bus.
10. All windows are to be closed on the bus.
11. Respecting the driver and supervisor is expected by all students.

### **Appendix 11: Online Safety**

1. Students should understand, sign, and strictly abide by the school e-Safety policies to protect them against:
  - a. Sharing of personal data
  - b. Access to illegal / inappropriate materials
  - c. Inappropriate on-line contact with adults / strangers
  - d. Potential or actual incidents of grooming
  - e. Cyber-bullying
2. Students clearly understand that violation of the e-policies will result in facing consequences as stated in the sanction part of every e-Safety policy.
3. Students are required to sign all e-Safety policies and related Acceptable Use Policies.
4. Students will be given permission to access the Internet for teacher-sponsored activities only. Internet sites providing valuable educational content will be chosen by the teacher.
5. Students are required to sign a computer network agreement and adhere to the network etiquette stated in the network agreement.
6. Students will constantly be reminded that while using the internet, they must exhibit high levels of responsibility in their choice of material downloaded. Inappropriate content is filtered as stated in the Filtering Policy.
7. An Online Safety Officer is appointed to be responsible for supporting the development and effective implementation of the e-safety strategy and Online Education Program, providing online safeguarding advice, support and training for all stakeholders.
  8. An Online Safety Group is formed at school to support the Online Safety Officer in implementing the e-Safety strategy.
9. The school holds assemblies and awareness campaigns for students in regards to safe cyber usage that are organized by the Online Safety Group.
10. The school expects students to report incidents of cyber bullying or harassment as per the reporting channels that are included in the Reporting Policy.
11. Appropriate actions are taken as clearly explained in the sanction part of the Reporting Policy and the General Online Safety Policy.

### **Appendix 12: Bullying**

SAIS provides a safe and protective environment where students are encouraged to learn and meet their academic goals. As such, SAIS will not accept any form of bullying or the like.

Positive behavior including respecting others, setting an example, and discouraging bullying is expected of all administrators, faculty, staff, students, parents, and volunteers.

SAIS recognizes that bullying can be physical, verbal, or emotional. Any bullying behavior that is communicated through written means, verbal assaults, and/or physical behaviors that demean a person's race, religion, color, gender, or national origin will not be tolerated.

1. Students will understand that they all have the right to a safe and healthy school environment where they will be treated with mutual respect, tolerance, and acceptance.
2. No intimidation or harassment of students will be accepted.
3. The school expects students to report incidents of bullying to teachers or coordinators. In incidents when staff members are present at the time of the incident, they shall take immediate steps to intervene.
4. Each complaint of bullying will be promptly investigated in a confidential manner.
5. Depending on the severity of the incident, the coordinator will inform the principal of the ongoing issue.
6. The school will provide staff development training in bullying prevention and enforce the values of acceptance and tolerance in all students and staff through the Values program implemented.
7. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion. This is done in accordance with the rules of the Ministry of Education.
8. All staff, students, and parents will receive a summary of this policy prohibiting intimidation and bullying at the beginning of the school year, as part of SAIS Student & Parents Handbook. This policy will also be published on the school website.