



Code of Conduct and Attendance for General Education Students
5th Edition
1447 – 2025

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Code of Commitment for Grades (7-12)
Girls

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MISSION

Inspired by the principles of Islam, the mission of Dhahran Ahliyya Schools is to empower each student to be a compassionate, thinking, lifelong bilingual learner who makes a positive difference, locally and globally

VISION

Our vision is to provide a world-class education with an Arab and Islamic identity through a pioneering learning community that is sustainable and socially responsible

MOTTO

Each year we will be better than we were the year before

IB Learner Profile

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.	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.
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.	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.
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.	Thinkers We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
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.	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.
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.	Inquirers We nurture our curiosity, developing 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.

Article 1: Definitions

The following terms and expressions, wherever used in these guidelines, shall have the meanings assigned to them below, unless the context requires otherwise:

1. **Student:** Any individual receiving general education.
2. **School Personnel:** All individuals working at the school, including the principal, vice principal, teacher, student counselor, activities coordinator, administrative staff, support staff, security guard, school bus driver, and murasil.
3. **School Uniform:** The uniform approved by the Ministry of Education.
4. **Behavior:** Any verbal, physical, or other conduct exhibited by a student while interacting with school personnel and members of the school community, or within the school environment and its various settings.
5. **Positive Behavior:** Behavior expected of students that is consistent with the goals, values, principles, educational regulations, and common norms of the educational community.
6. **Exemplary Behavior:** Behavior that reflects exemplary practices consistent with Islamic values and national identity, demonstrated by the student through appropriate conduct, good character, and initiatives within the school community.
7. **Behavior Reinforcement:** An educational measure taken following the occurrence of a particular behavior to reinforce it when it is positive and correct its impact when it is negative, thereby encouraging the repetition of positive behavior in similar situations in the future.
8. **Behavior Modification:** Educational and corrective measures aimed at regulating and improving the behavior of students who experience difficulty adapting to the school environment by helping them develop constructive and positive behavior.
9. **Bullying:** Repeatedly targeting a particular student or students through unwelcome psychological or physical behavior that causes significant harm to the targeted student. Bullying may be carried out directly or indirectly through modern technologies.
10. **Blackmail:** Threatening a student with exposing them or disclosing information that could harm the student or their family unless the student complies with the demands of the person making the threat, whether in exchange for money, a non-monetary benefit, or a material item, through pressure or force.
11. **Sexual Harassment:** Any verbal, physical, or gestural conduct of a sexual nature directed by a student toward another student, constituting harassment or threatening the other student's well-being, regardless of the means used, including modern technologies.
12. **Regular Attendance:** A student's commitment to attending school, whether in person or through approved educational platforms, in accordance with the official times established for attendance from the beginning to the end of the school day.
13. **Morning Tardiness:** A student's failure to arrive at school at the scheduled time.
14. **Distance Education:** A mode of education that uses electronic means and technologies to facilitate the educational process and manage interaction. It involves communication between teachers and learners, among teachers themselves, or between teachers and learning resources. Such communication may take place across a physical distance outside the premises of the educational institution or across a difference in the timing of learning.
15. **Misuse of Educational Platforms:** The improper use of educational platforms for the purpose of harming an individual, society, the State, or the nation; marketing or promoting accounts or various social media platforms; or sharing unknown links that may contain viruses.

16. **Cyberbullying:** Bullying carried out through digital technologies, including, for example, social media, educational platforms, gaming platforms, and email. It involves repeated behavior intended to frighten, provoke, or damage the reputation of the targeted individual(s).
17. **Online Attendance:** Recording a student's attendance through their active participation in an online course.
18. **High-Risk Situations:** Any unexpected event or circumstance that poses a direct or potential threat to a child's safety and requires immediate intervention by the school administration, such as attempts at self-harm.
19. **Abuse:** Any form of exploitation, physical, psychological, or sexual abuse, or the threat thereof, committed by one person against another, exceeding the limits of the authority, power, responsibility, or guardianship vested in that person, or arising from a family relationship, financial dependency, guardianship, or cohabitation. Abuse also includes a person's failure or neglect to fulfill their duties or obligations to provide the basic needs of another member of their family, or any person for whom they are legally or otherwise responsible for providing such needs.
20. **Neglect:** Failure to provide, or inadequate provision of, a student's basic needs, including physical, health, emotional, nutritional, educational, intellectual, social, cultural, and safety needs.
21. **Protection Center:** A specialized administrative and field unit responsible for handling reports concerning the protection of children from abuse.
22. **Reporting Center:** A unit affiliated with the Ministry of Human Resources and Social Development responsible for receiving reports concerning cases of abuse or neglect, referring such cases to the relevant authorities, and following up on them.

Article 2: Objectives of the Code of Conduct and Attendance Guidelines

Overall Objective: To regulate students' behavior and attendance in general education in a manner consistent with Islamic principles, ethical values, and community culture.

Specific Objectives:

1. To instill Islamic principles and strengthen students' national identity.
2. To promote values and develop positive behavioral attitudes among students.
3. To promote responsible digital conduct among students and encourage adherence to positive behavior during distance learning.
4. To provide an appropriate educational and learning environment for students and school personnel.
5. To define responsibilities and roles to ensure integration within the school community and the fair and transparent implementation of the Behavior and Attendance Regulations.
6. To establish a regulatory framework for educational practitioners that defines the rules and procedures to be followed to ensure a safe educational environment and adherence to school values and regulations.
7. To familiarize students and their parents with the regulations and instructions governing behavior and attendance, and with the importance of complying with them.

Article 3: Roles and Responsibilities in Implementing the Code of Conduct and Attendance Guidelines

Role of the Counseling Department in Education Administrations

1. Monitor the implementation of the Behavior and Attendance Regulations in schools and provide schools with programs and guidelines that support the achievement of the established objectives.
2. Train members of the school community on the educational approaches and practices outlined in the Behavior and Attendance Regulations.
3. Monitor and evaluate schools' implementation of preventive, developmental, and corrective programs in ways that contribute to meeting the needs of students across the various target groups.
4. Establish the School Discipline Committee in accordance with the authorities delegated to the Director of Education.
5. Classify behavioral problems not addressed in the Behavior and Attendance Regulations according to their severity and circumstances as fourth- or fifth-degree offenses.
6. Collaborate with the relevant departments to achieve the objectives aimed at maintaining an educational environment free from extremist ideology and negative phenomena.
7. Identify and study behavioral and intellectual problems, cases of abuse and neglect in all their forms, and psychological cases at the education administration level, and develop appropriate programs to address them.

Article 3: Roles and Responsibilities in Implementing the Code of Conduct and Attendance Guidelines

Role of the School Administration

(Principal and Vice Principal for Student Affairs)

1. Promote Islamic values among students, as well as a sense of belonging, citizenship, and loyalty to the wise leadership; promote the protection of national security and public property; and monitor related programs and activities.
2. Promote cultural diversity, moderation, and balanced thinking, and ensure that the educational environment is free from extremist ideology and negative phenomena.
3. Promote responsible digital conduct among students.
4. Provide a safe and engaging educational environment for students.
5. Implement the Ministry's programs at their three levels—developmental, preventive, and corrective—and seek the assistance of relevant personnel as needed within the scope of the school.
6. Familiarize school personnel with the Behavior and Attendance Regulations, explain their provisions and the roles assigned to them therein, ensure that they act accordingly, and obtain their signatures acknowledging their commitment.
7. Familiarize students and their parents with the Behavior and Attendance Regulations, provide them with a copy, and raise their awareness through meetings and available educational communication channels. The provisions shall be explained and discussed with them, and students and their parents shall sign the School Commitment Forms accordingly. This process shall be renewed at the beginning of each academic year.
8. Refer students who are absent without an excuse or who commit behavioral violations to the Student Counseling Committee, approve its recommendations, and follow up on the implementation of its decisions.
9. Take preventive measures to reduce behavioral problems and absenteeism.
10. Implement engaging and motivating school activities for students and intensify them during the weeks preceding examinations and the weeks immediately before and after school breaks.
11. Recognize students who demonstrate exemplary behavior and regular attendance during the academic term.
12. Document and monitor behavior grades and update them whenever changes occur, while providing opportunities for make-up or compensation and recording them in the electronic records through the approved system (Noor System).
13. Document behavioral problems and the actions taken in response to them in the approved electronic system (Noor System).
14. Document student absences and deduct attendance points in designated records through the approved electronic system (Noor System) daily.
15. Raise school personnel's awareness of the importance of early and preventive intervention when addressing cases of abuse and neglect (physical, psychological, and social), and contribute to resolving such cases before they escalate.
16. Familiarize school personnel with the Executive Regulations of the Protection from Abuse Law and the Child Protection Law, raise their awareness of the provisions and procedures contained therein for preventing and reducing cases of abuse and neglect, explain the penalties applicable to such violations, and clarify the procedures for reporting cases to the Abuse Reporting Center affiliated

with the Ministry of Human Resources and Social Development, and obtain their signatures acknowledging the same.

17. Familiarize parents with the Executive Regulations of the Protection from Abuse Law and the Child Protection Law, raise their awareness of the provisions and procedures contained therein for preventing and reducing cases of abuse and neglect, explain the penalties applicable to such violations, and clarify the procedures for reporting cases to the Abuse Reporting Center affiliated with the Ministry of Human Resources and Social Development, and obtain their signatures acknowledging the same.
18. Fulfill the school's responsibilities toward students in accordance with the provisions of the Protection from Abuse Law and the Child Protection Law and their respective Executive Regulations.
19. Raise awareness across all school levels of how to report cases to the Abuse Reporting Center affiliated with the Ministry of Human Resources and Social Development through the available communication channels.
20. Coordinate with the Department of Special Education in the Education Administration to study behavioral problems exhibited by students with disabilities.
21. Monitor cases of violations or suspected violations of public policies, intellectual and national commitment, and address them in accordance with the approved rules and procedures.
22. Immediately report any identified violations related to intellectual matters or public policies to the authorized official.
23. Identify, update, and monitor data on students at risk of abuse or neglect and take appropriate action based on the circumstances of each case.
24. Submit a report to the Education Administration (Student Counseling Department) on cases of abuse and neglect and on behavioral problems, including both statistical and qualitative data, during the academic term.

Article 3: Roles and Responsibilities in Implementing the Code of Conduct and Attendance Guidelines

Role of the Teacher

1. Promote Islamic values among students, as well as a sense of belonging, citizenship, and loyalty to the wise leadership, and promote the protection of national security and public property.
2. Promote cultural diversity, moderation, and balanced thinking, and ensure that the educational environment is free from extremist ideology and negative phenomena.
3. Promote responsible digital conduct among students.
4. Contribute to providing a safe and engaging educational environment for students.
5. Promote positive behavior and self-discipline.
6. Serve as a positive role model through words and actions.
7. Contribute to explaining the Behavior and Attendance Guidelines to students.
8. Work to modify undesirable student behavior and make use of the resources, programs, and services provided by the Student Counseling Department.
9. Directly implement the first three procedures for first-degree behavioral problems and refer the names of students who fail to respond to the teacher's educational efforts to the school administration.
10. Record behavioral problems of second degree or higher committed by students inside or outside the classroom or on approved online learning platforms, where the teacher has directly addressed the issue or personally witnessed it, and submit the names of the students involved to the school administration.
11. Identify the most significant student problems and seek support and guidance from the Student Counseling Committee when needed.
12. Participate in monitoring behavioral cases within the classroom and implement the recommendations of the Student Counseling Committee in accordance with the intervention plan.
13. Enable students to make use of make-up opportunities when they wish to do so.
14. Document students' behavioral problems related to classroom discipline in designated records.
15. Deliver lessons in accordance with the established timetable and instructional plan.
16. Document students' attendance in lessons through approved online learning platforms or designated attendance records and submit the records to the school administration.
17. Perform responsibilities and duties accurately and objectively and implement the regulations and instructions outlined in the Behavior and Attendance Guidelines that are relevant to the teacher's educational role, both inside and outside the school.

Article 3: Roles and Responsibilities in Implementing the Code of Conduct and Attendance Guidelines

Role of the Student Counselor

1. Promote Islamic values among students, as well as a sense of belonging, citizenship, and loyalty to the wise leadership, and promote the protection of national security and public property, while monitoring related programs.
2. Promote cultural diversity, moderation, and balanced thinking, and ensure that the educational environment is free from extremist ideology and negative phenomena.
3. Promote responsible digital conduct among students.
4. Contribute to providing a safe and engaging educational environment for students.
5. Apply psychological counseling techniques and behavior modification strategies to support students with behavioral problems, taking into consideration their developmental characteristics and needs.
6. Identify, update, and monitor behavioral problems and special cases (educational, psychological, social, and health-related), and plan appropriate interventions.
7. Inform students who have committed behavioral violations of their right to make up deducted positive behavior points, in accordance with the Behavior and Attendance Guidelines.
8. Monitor cases of students with repeated absences and take the necessary corrective measures in coordination with the Vice Principal for Student Affairs.
9. Implement the decisions and recommendations of the School Student Counseling Committee and follow up on their implementation.
10. Implement the Ministry's programs at their three levels—developmental, preventive, and corrective—and seek the assistance of relevant personnel as needed based on the school's circumstances.
11. Coordinate with the school administration to make use of school activities as an effective means of achieving the objectives of developmental, preventive, and corrective programs.
12. Raise parents' awareness of the importance of their role in monitoring and addressing their children's behavioral and academic problems.

Article 3: Roles and Responsibilities in Implementing the Code of Conduct and Attendance Guidelines

Role of the Family

1. Promote Islamic values among children, as well as a sense of belonging, citizenship, and loyalty to the wise leadership, and promote the protection of national security and public property.
2. Promote cultural diversity, moderation, and balanced thinking, and ensure that the educational environment is free from extremist ideology and negative phenomena.
3. Promote responsible digital conduct among children.
4. Promote positive behavior and self-discipline among children.
5. Familiarize themselves with all school regulations, rules, and instructions and discuss them with their children.
6. Ensure that the student's parent or guardian attends meetings, parent councils, and educational and awareness-raising events organized by the school administration.
7. Fulfill their full responsibility toward their child in accordance with the Behavior and Attendance Regulations, the Protection from Abuse Law, the Child Protection Law, and their respective Executive Regulations.
8. Maintain effective communication and a strong relationship with the school administration, teachers, and Student Counselor.
9. Provide the required school supplies and materials, as well as the requirements for online learning.
10. Monitor and guide their children toward responsible digital engagement in the context of widespread media access, thereby enhancing their intellectual awareness and protecting them from negative influences.
11. Monitor their children's learning and progress through approved online learning platforms.
12. Encourage their children to actively engage with the teacher in the classroom or through approved online learning platforms in various learning activities.
13. Understand the developmental characteristics of their children and the changes associated with each developmental stage to provide appropriate support.
14. Instill the value of discipline in their children by ensuring regular school attendance and commitment to attending classes according to the established timetable.
15. Communicate promptly with the school when their child is absent and provide the reason for the absence to ensure continuity of monitoring and support.
16. Continuously monitor their children's academic achievement.
17. Inform the school of their child's needs and cooperate with the school in addressing any behavioral problems the child may experience.
18. Report to the Student Counselor or Vice Principal when their children experience behavioral problems so that the case can be documented and the necessary measures can be taken.



Article 4: Student Responsibilities

1. Take pride in Islamic values, a sense of belonging and citizenship, and loyalty to the wise leadership, while promoting the protection of national security and public property.
2. Comply with the school's instructions, rules, and regulations.
3. Demonstrate moderation and balanced thinking.
4. Appreciate cultural diversity and respect and accept others.
5. Adhere to proper digital conduct and etiquette.
6. Demonstrate positive behavior both inside and outside the school.
7. Demonstrate self-discipline and take responsibility for their actions.
8. Maintain regular school attendance and attend classes at the designated times.
9. Address challenges and problems thoughtfully and with a positive mindset.
10. Take care of students' and school property.
11. Communicate with the school administration or Student Counselor if they or one of their peers experiences a behavioral problem.

Article 5: Behavior Assessment

Behavior shall be assessed as follows:

1. **Qualitative assessment** of behavior for students in Grades 1 and 2 of elementary school. Qualitative assessment consists of accurate and objective verbal descriptions of the student's level of behavior, based on observations, evidence, and supporting documentation.
2. Behavior shall be assessed as a separate subject that reflects the student's learning outcomes and achievement in terms of ethical development. The behavior grade shall be included in the student's total grades for the academic term from Grade 3 of elementary school through Grade 12. A total of **100 points** shall be allocated to the Behavior subject, divided into **two main components**:

1) Positive Behavior:

- This refers to the behavior expected of all students who do not commit behavioral violations. It accounts for **80%** of the total behavior grade.
- Every student shall automatically be awarded **80 points** for positive behavior at the beginning of each academic term.
- If a student commits a behavioral violation, the school administration shall deduct points from the positive behavior score in accordance with the procedures specified in the Behavior and Attendance Guidelines.

2) Exemplary Behavior:

- This refers to behavior that reflects exemplary practices consistent with Islamic values and national identity, demonstrated by the student through appropriate conduct, good character, and initiatives within the school community.
- It accounts for **20%** of the total behavior grade.
- The student's exemplary behavior shall be assessed, and the student shall be awarded the points earned for practices classified as exemplary behavior, as specified in the Behavior and Attendance Guidelines.

3. Students shall be provided with opportunities to make up points deducted from their positive behavior score during the academic term by carrying out proposed exemplary behavior practices.
4. A student who has committed a behavioral violation may combine multiple opportunities to make up points deducted from their positive behavior score.
5. A student may repeat exemplary behavior practices to earn additional points, provided that the student's total behavior score does not exceed 100 points.
6. The student shall submit evidence demonstrating completion of a make-up opportunity to the Vice Principal for Student Affairs, and such evidence shall be retained in the student's file.
7. The behavior grade shall be recorded in a designated field on the student's grade report, and this field shall constitute an integral part of any grade report issued by the school.

Distribution of Point Deductions

Point Deductions	Behavioral Violation
One Point	First-Degree Behavioral Violations
Two Points	Second-Degree Behavioral Violations
Three Points	Third-Degree Behavioral Violations
Ten Points	Fourth-Degree Behavioral Violations
Fifteen Points	Fifth-Degree Behavioral Violations

Article 5: Behavior Assessment

Exemplary Behavior:

Exemplary behavior shall be assessed based on the student's demonstrated commitment to values such as discipline, tolerance, honesty, determination, cooperation, and national belonging, as reflected in the following proposed practices and the practices included in the Positive Behavior Support Program:

Values	Definition
National Belonging	Loyalty to, and commitment to the pledge of allegiance to, the wise leadership, while taking pride in the nation's history, identity, heritage, and achievements, and actively participating in various national occasions.
Discipline	Taking responsibility for fulfilling tasks and duties, working consistently, complying with rules and instructions, regulating one's behavior, and respecting the rights of others.
Determination	Striving thoroughly and continuously for excellence and achievement of goals, while facing difficulties, changes, and challenges through diverse approaches and methods, and making every effort to overcome obstacles.
Tolerance	Showing patience and tolerance in dealing with others, overlooking mistakes, forgiving when able, and treating others with kindness, gentleness, and compassion, while appreciating and respecting their feelings and circumstances, thereby fostering a culture of coexistence among all members of society.
Honesty	Upholding entrusted responsibilities and fulfilling rights with sincerity, honesty, integrity, and transparency in dealing with others.
Cooperation	Participating in providing assistance and support to others, treating them with kindness, and working together with them to achieve common benefits.

Proposed Exemplary Behavior Topics

- Loyalty to the Leadership and the Nation - The History of the Kingdom or One of Its National Symbols - Promoting the Arabic Language - Raising Awareness of Moderation and Rejecting Extremism - Promoting Tolerance and Respect and Rejecting Discrimination and Racism - Promoting Kindness and Rejecting Violence	- Developing Dialogue Skills - Reducing Bullying - The Dangers of Drugs - Psychological and Social Skills - Personal Development - Caring for the School Environment
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Article 5: Behavior Assessment

Proposed Exemplary Behavior Practices	Points
Maintaining regular attendance and not being absent without an excuse during the academic term.	Six Points
- Participating in community service outside the school. - Conducting a dialogue-based event. - Participating in an awareness campaign. - Sharing successful personal experiences. - Enrolling in a program or course.	Six Points per Participation
Participation in the following areas of school activities: - Communication skills (teamwork, peer learning, etc.). - Leadership and responsibility skills (planning, motivation, etc.). - Digital skills (creating presentations, designing digital content). - Time management skills.	Four Points per Participation
- Writing a letter of appreciation (e.g., a letter to the nation, wise leadership, one's family, a teacher, etc.). - Participating in the school broadcast. - Submitting a proposal that benefits the school community. - Collaborating with peers, teachers, and the school administration.	Two Points per Participation
If a student demonstrates exemplary behavior other than those listed among the proposed exemplary behavior topics or practices.	The school shall determine the appropriate number of points for the behavior based on the School Student Counseling Committee's recommendation, up to a maximum of six points.

Note:

Attach documentation verifying the student's participation, issued by authorized entities inside or outside the school.

Article 10: Level 1 Behavioral Issues for Middle and Secondary School Students

If a student commits a behavioral violation, the first procedure shall be applied. If the student repeats the same violation, apply the next procedure.

Behavioral Violation	Corrective Educational Procedure for Behavior Modification
Morning tardiness. Failure to attend the morning assembly when the student is present on school premises. Being late for the morning assembly when the student is present on school premises, or engaging in disruptive behavior during the assembly. Being late to class. Disrupting the flow of lessons, such as engaging in side conversations, intentionally interrupting the teacher's instruction without a valid purpose, or consuming food or beverages during the lesson. Sleeping in class. Repeatedly entering or leaving the school through the gate before the designated arrival or dismissal time. Gathering in front of the school gate. Failure to complete assigned homework or bring all materials required for the lesson. Failure to speak in the language of instruction. Using a computer without the teacher's permission.	First Procedure: - The teacher or school administration shall issue the student a first verbal warning regarding the behavior and its consequences, explaining that it is undesirable behavior wisely and educationally. Second Procedure: - The teacher or school administration, when addressing the situation, shall issue a second verbal warning wisely and educationally and reinforce positive behavior. - Monitor the behavior, document positive behaviors and their contributing factors, begin addressing the causes of negative behavior, and reinforce positive behavior. Third Procedure: - The teacher who directly addresses the situation shall document the behavioral violation, and the student shall sign the record. - Notify the student's parent or guardian by telephone of the student's behavioral violation and coordinate with them to address and modify the behavior. - The school administration shall deduct one point from the student's positive behavior score, while providing the student with opportunities to make up the deducted point and notifying the parent or guardian accordingly. - Refer the student to the Student Counselor to assess and study the student's case. Fourth Procedure: - Invite the student's parent or guardian to the school and inform them of the student's undesirable behavior. The Student Counselor shall coordinate with the family and school to develop a behavior modification plan. - Deduct one point from the student's positive behavior score, while providing the student with opportunities to make up the deducted point and notifying the parent or guardian accordingly. - Refer the student to the School Student Counseling Committee to investigate the reasons for the student's failure to respond to the measures taken to modify the behavior and identify appropriate solutions to the



	behavioral problems, based on the case assessment report prepared by the Student Counselor. The Student Counselor shall follow up on the student's case and provide the necessary educational support services.
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Article 11: Level 2 Behavioral Issues for Middle and Secondary School Students

If a student commits a behavioral violation, the first procedure shall be applied. If the student repeats the same violation, apply the next procedure.

Behavioral Violation	Corrective Educational Procedure for Behavior Modification
• Failure to attend or leaving a class without permission. • Entering or leaving the classroom without permission. • Entering another classroom without permission. • Causing disruption or disorder in the classroom, hallways, school premises, or on school transportation. • Behaving inappropriately during off-campus activities and failing to represent the school appropriately. • Being distracted during class and preparing for or working on another subject. • Using the internet without the teacher's direct supervision. • Bringing prohibited food items, such as soft drinks, chewing gum, chips, chocolate, fast food, etc.	First Procedure: Refer the student to the school administration to take the following measures: • Notify the student's parent or guardian by telephone of the student's behavioral violation and the measures taken. • Deduct two points from the student's positive behavior score, while providing the student with opportunities to modify their behavior and make up the deducted points, and notifying the parent or guardian accordingly. • Obtain a written undertaking from the student not to repeat the violation. • Refer the student to the Student Counselor to assess and study the student's case. Second Procedure: • Implement all measures outlined in the First Procedure. • Invite the student's parent or guardian to the school in person, discuss the behavior modification plan with them, develop a joint preventive program with the family, and obtain the signatures of the parent or guardian and teacher. • The Student Counselor shall follow up on the student's case and provide the necessary educational support services. Third Procedure: • Implement all measures outlined in the Second Procedure. • Transfer the student to another class in accordance with the decision of the School Student Counseling Committee. • Refer the student to the School Student Counseling Committee to determine appropriate solutions to the violation, based on the case assessment report prepared by the Student Counselor.

Article 12: Level 3 Behavioral Issues for Middle and Secondary School Students

If a student commits a behavioral violation, the first procedure shall be applied. If the student repeats the same violation, apply the next procedure.

Behavioral Violation	Corrective Educational Procedure for Behavior Modification
• Failure to comply with the school uniform requirements. • Failure to comply with the General Appearance Policy: 1. Wearing the school uniform as specified by the school. 2. Keeping hair tied, neat, and clean; avoiding unusual hair colors and haircuts that imitate male styles. 3. Keeping fingernails short and clean and refraining from wearing nail polish. 4. Avoiding conspicuous accessories and the use of cosmetics (makeup). 5. Wearing comfortable athletic shoes in neutral colors, without heels. 6. Wearing the abaya and head covering when entering and leaving the school, storing the abaya in the designated locker, and wearing it only when leaving school. • Fighting or participating in a group fight. • Making obscene or inappropriate gestures toward other students. • Using offensive or vulgar language toward students, threatening them, or ridiculing them. • Deliberately damaging students' property. • Tampering with or damaging school facilities and equipment, such as computers, school safety and security equipment, electrical systems, laboratories, and school buses, or writing on walls and other school property.	First Procedure: Refer the student to the school administration to take the following measures: • Invite the student's parent or guardian, explain the measures that will be taken if the behavior is repeated, discuss the behavior modification plan with them, develop a joint preventive program with the family, obtain a written undertaking from the student not to repeat the undesirable behavior, and obtain the parent or guardian's signature acknowledging receipt of the information. • Deduct three points from the student's positive behavior score, while providing the student with opportunities to make up the deducted points and notifying the parent or guardian accordingly. • Require the student to apologize to those they have offended. • Require the student to repair any damage they have caused or provide a replacement. • Confiscate any prohibited materials in the student's possession and have them disposed of by the School Student Counseling Committee, where no specific legal provision applies, and document the action in an official report. • Refer the student to the Student Counselor to assess and study the student's case. Second Procedure: Refer the student to the school administration to take the following measures: • Implement all measures outlined in the First Procedure. • Invite the student's parent or guardian and issue the student a written warning that they may be transferred to another school if the violation is repeated, and obtain the parent or guardian's signature acknowledging receipt of the information. • Refer the case to the School Student Counseling Committee to determine appropriate solutions to the

- **Bringing items prohibited under school regulations**, such as mobile phones, musical instruments, cameras, etc.
- **Bringing dangerous materials or games to school without using them**, such as fireworks, colored gas sprays, or chemicals.
- **Possession of cigarettes of any kind.**
- **Possession of prohibited media materials**, whether in written, audio, or visual form.
- **Signing on behalf of a parent or guardian without their knowledge on correspondence exchanged between the school and the parent or guardian.**
- **Misuse or disrespectful treatment of textbooks.**
- **Cheating, impersonation, and lying.** (See the Honor Code Appendix.)
- **Failure to comply with transportation arrangements approved by parents or guardians.**
- **Using mobile phones and electronic devices inside or outside the classroom without supervision.** (See the Mobile Phone Use Policy Appendix.)
- **Refusal to accept administrative measures taken against the student.**

violation, based on the case assessment report prepared by the Student Counselor.

- Transfer the student to another class in accordance with the decision of the School Student Counseling Committee.
- The Student Counselor shall follow up on the student's case and provide the necessary educational support services.

Third Procedure:

- **Refer the student to the school administration to take the following measures:**
- Implement all measures outlined in the First Procedure.
- The school administration shall formally and urgently submit the minutes of the School Student Counseling Committee meeting concerning the case to the Education Administration.
- The Director of Education shall issue a decision to transfer the student to another school. For students in Grades 11 and 12, the case shall be handled in accordance with the Secondary Education Masarat System. The student shall continue attending school until the end of the academic term. The parent or guardian shall be consulted regarding the school to which the student will be transferred. If the parent or guardian does not wish to select a school, the student shall be transferred to the school closest to their place of residence.
- The Student Counselor at the receiving school shall follow up on the student's case and provide the necessary educational support services.

For All Procedures:

- Call the Saudi Red Crescent Authority to transport an injured student to the nearest healthcare facility, if necessary.
- Notify the relevant security authorities immediately upon the occurrence of the incident, after informing the parent or guardian, and document the measures taken.

Article 13: Level 4 Behavioral Issues for Middle and Secondary School Students

If a student commits a behavioral violation, the first procedure shall be applied. If the student repeats the same violation, apply the next procedure.

Behavioral Violation	Corrective Educational Procedure for Behavior Modification
• Deliberately injuring another student by hitting them with a hand or using blunt or non-sharp objects that cause injury, such as a wound, bleeding, or fracture. • Stealing any item belonging to students or the school. • Taking photographs or making audio recordings of students. • Deliberately damaging school facilities or property, such as computers, school security and safety equipment, electrical systems, laboratories, or school buses. • Smoking of any kind on school premises. • Leaving school without authorization. • Bringing or using dangerous materials or games at school, such as fireworks, colored gas sprays, or chemicals. • Displaying or distributing prohibited media materials, whether written, audio, or visual.	First Procedure: The school administration shall refer the student to the School Student Counseling Committee to assess the behavioral violation immediately after it occurs and take the following measures: • Invite the student's parent or guardian, explain the measures that will be taken if the behavior is repeated, discuss the behavior modification plan with them, develop a joint preventive program with the family, obtain a written undertaking from the student not to repeat the undesirable behavior, warn the student that they may be transferred to another school if the violation is repeated, and obtain the parent or guardian's signature acknowledging receipt of the information. • Deduct ten points from the student's positive behavior score, while providing the student with opportunities to make up the deducted points and notifying the parent or guardian accordingly. • Require the student to apologize to those they have offended. • Require the student to repair any damage they have caused or provide a replacement, and notify the parent or guardian accordingly. • Confiscate any prohibited materials in the student's possession and dispose of them, where no specific legal provision applies. The School Student Counseling Committee shall document the action in an official report. • Transfer the student to another class in accordance with the decision of the School Student Counseling Committee. • The Student Counselor shall follow up on the case and provide the necessary educational support services. Second Procedure: • Implement all measures outlined in the First Procedure, except for transferring the student between classes. • Formally and urgently submit the minutes of the School Student Counseling Committee meeting concerning the case to the Education Administration. • The Director of Education shall issue a decision to transfer the student to another school. For students in

	Grades 11 and 12, the case shall be handled in accordance with the Secondary Education Masarat System. The student shall continue attending school until the transfer takes place. The parent or guardian shall be consulted regarding the school to which the student will be transferred. If the parent or guardian does not approve of the selected school, the student shall be transferred to the school closest to their place of residence. • Provide the student with opportunities at the receiving school to improve their behavior and make up the deducted points, and notify the parent or guardian accordingly. • The Student Counselor at the receiving school shall follow up on the student's case and provide the necessary educational support services. For All Procedures: • Call the Saudi Red Crescent Authority to transport an injured student to the nearest healthcare facility, if necessary. • Notify the relevant security authorities immediately upon the occurrence of the incident, after informing the parent or guardian, and document the measures taken. • If the violation is classified as a case of abuse or neglect, or as a case not covered by the regulations, the school shall immediately contact the 1919 Reporting Center of the Ministry of Human Resources and Social Development.
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Article 14: Level 5 Behavioral Issues for Middle and Secondary School Students

Behavioral Violation	Corrective Educational Procedure for Behavior Modification
• Insulting or mocking any Islamic religious observance or symbol. • Insulting the Kingdom or its symbols. • Disseminating or promoting extremist, takfiri, or atheistic ideas and beliefs, or ideas that offend the political and social systems of society. • Insulting the revealed religions, or inciting racism, sectarianism, regionalism, or denominational divisions. • Forgery, or the unlawful use, substitution, or misuse of official documents or seals. • Sexual harassment. • Displaying, sharing, or promoting images, slogans, or symbols that indicate sexual influence or promotion. • Setting fire inside the school. • Possessing, using, or threatening students with firearms or similar weapons, such as knives, sharp objects, or ammunition without a firearm. • Possessing, using, or promoting drugs or intoxicating substances. • All forms of cybercrime. • Blackmailing students. • Bullying in all its forms.	• The school administration shall prepare and document an official incident report. • Invite the student's parent or guardian and inform them of the student's behavioral violation and the measures to be taken as a result. • Deduct fifteen points from the student's positive behavior score, while providing the student with opportunities to modify their behavior and make up the deducted points at the receiving school, and notifying the parent or guardian accordingly. • The School Student Counseling Committee shall meet immediately after the incident to assess its circumstances and details. • The Student Counselor shall follow up on the case and provide the necessary educational support services. • Formally and urgently submit the minutes of the School Student Counseling Committee meeting concerning the case to the Education Administration. • The Director of Education shall issue a decision to transfer the student to another school. For students in Grades 11 and 12, the case shall be handled in accordance with the Secondary Education Masarat System. The student shall continue attending school until the transfer takes place. The parent or guardian shall be consulted regarding the school to which the student will be transferred. If the parent or guardian does not approve of the selected school, the student shall be transferred to the school closest to their place of residence. • The Student Counselor at the receiving school shall follow up on the student's case and provide the necessary educational support services. For All Procedures: • Call the Saudi Red Crescent Authority to transport an injured student to the nearest healthcare facility, if necessary. • Notify the relevant security authorities immediately upon the occurrence of the incident, after informing the parent or guardian, and document the measures taken. • If the violation is classified as a case of abuse or neglect, or as a case not covered by the regulations, the school shall immediately contact the 1919 Reporting Center of the Ministry of Human Resources and Social Development.



Article 15: Level 4 Behavioral Issues Related to the Educational and Administrative Environment (All Grade Levels)

Behavioral Violation	Corrective Educational Procedure for Behavior Modification
- Threatening teachers, administrators, or other school personnel. - Using inappropriate or offensive language toward teachers, administrators, or other school personnel. - Mocking teachers, administrators, or other school personnel, whether verbally or through actions. - Signing on behalf of a member of the school staff on correspondence exchanged between the school and parents or guardians. - Taking photographs of or making audio recordings of teachers, administrators, or other school personnel, <u>unless written permission has been obtained providing explicit consent to do so.</u>	First Procedure: The school administration shall refer the student to the School Student Counseling Committee to assess the behavioral violation immediately after it occurs and take the following measures: - Invite the student's parent or guardian, explain the measures that will be taken if the behavior is repeated, discuss the behavior modification plan with them, develop a joint preventive program with the family, obtain a written undertaking from the student not to repeat the undesirable behavior, warn the student that they may be transferred to another school if the violation is repeated, and obtain the parent or guardian's signature acknowledging receipt of the information. - Deduct ten points from the student's positive behavior score, while providing the student with opportunities to make up the deducted points and notifying the parent or guardian accordingly. - The School Student Counseling Committee shall confiscate any materials or films in the student's possession where no specific legal provision applies and document the action in an official report. - Require the student to apologize to those they have offended. - Transfer the student to another class in accordance with the decision of the School Student Counseling Committee. - Refer the student to the Student Counselor to assess and study the student's case. Second Procedure: - Implement all measures outlined in the First Procedure, except for transferring the student to another class. - The school administration shall formally and urgently submit the minutes of the School Student Counseling Committee meeting concerning the case to the Education Administration. - The Director of Education shall issue a decision to transfer the student to another school. For students in Grades 11 and 12, the case shall be handled in accordance with the Secondary Education Masarat

	System. The student shall continue attending school until the transfer takes place. The parent or guardian shall be consulted regarding the school to which the student will be transferred. If the parent or guardian does not approve of the selected school, the student shall be transferred to the school closest to their place of residence. • Provide the student with opportunities at the receiving school to modify their behavior and make up the deducted points, and notify the parent or guardian accordingly. • The Student Counselor at the receiving school shall follow up on the student's case and provide the necessary educational support services. For All Procedures: • Notify the relevant security authorities immediately upon the occurrence of the incident, after informing the parent or guardian, and document the measures taken.
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Article 16: Level 5 Behavioral Issues Related to the Educational and Administrative Environment (All Grade Levels)

Behavioral Violation	Corrective Educational Procedure for Behavior Modification
• Damaging or stealing the property of teachers, administrators, or other school personnel. • Making offensive or inappropriate gestures toward teachers, administrators, or other school personnel. • Physically assaulting teachers, administrators, or other school personnel. • Blackmailing teachers, administrators, or other school personnel. • Committing cybercrimes against teachers, administrators, or other school personnel.	• The school administration shall prepare and document an official incident report. • Invite the student's parent or guardian and inform them of the student's behavioral violation and the measures to be taken as a result. • Deduct fifteen points from the student's positive behavior score, while providing the student with opportunities to modify their behavior and make up the deducted points at the receiving school, and notifying the parent or guardian accordingly. • The School Student Counseling Committee shall meet immediately after the incident to assess its circumstances and details. • Require the student to repair any damage they have caused or provide a replacement, and notify the parent or guardian accordingly. • Require the student to apologize to those they have offended. • Formally and urgently submit the minutes of the School Student Counseling Committee meeting concerning the case to the Education Administration. • The Director of Education shall issue a decision to transfer the student to another school (for students in Grades 11 and 12, the case shall be handled in accordance with the Secondary Education Masarat System). The student shall continue attending school until the transfer takes place. The parent or guardian shall be consulted regarding the school to which the student will be transferred. If the parent or guardian does not approve of the selected school, the student shall be transferred to the school closest to their place of residence. • The Student Counselor at the receiving school shall follow up on the student's case and provide the necessary educational support services. For All Procedures: Notify the relevant security authorities immediately upon the occurrence of the incident, after informing the parent or guardian, and document the measures taken.

Article 17: General Standards of Digital Conduct

1. Adhere to Islamic values and the teachings of the Islamic faith.
2. Obey the country's leadership and respect national symbols, and refrain from violating religious teachings or the laws and regulations of the state.
3. Demonstrate a sense of national responsibility when engaging in digital activities.
4. Respect intellectual property laws and rights, and properly acknowledge the references and sources used in electronic submissions to avoid plagiarism.
5. Avoid sharing personal information, such as names, contact details, and addresses.
6. Avoid leaving a computer unattended in public places or allowing others to use it without supervision.
7. Use official electronic communication channels approved by the Ministry to communicate with teachers, school administration, and students, and avoid using other applications or social media platforms for this purpose.
8. Avoid using approved online learning platforms to upload any material containing viruses, computer code, files, or programs that may affect the platform or connected devices or interfere with their operation.
9. Avoid altering, damaging, or deleting any content on approved online learning platforms.
10. Avoid disrupting communication lines or services in any way.
11. Avoid using any tool or program to interfere with the operation of electronic platforms or to perform any activity on them.
12. Avoid decrypting, disassembling, or reassembling any software that constitutes the platform or any part thereof.
13. Avoid publishing or transmitting harmful content containing malware, such as viruses or other malicious software, with the intent to damage any system or information or gain unauthorized control over it.
14. Students must complete and submit their own electronic assignments, activities, and assessments, and must not accept or submit work completed by others or obtained from external sources.
15. Clearly and concisely state the purpose of the email (**main idea**) and review emails, submissions, and electronic activities before sending or submitting them.
16. Keep official usernames and passwords confidential and do not share them with others.
17. Exercise caution when interacting with unknown links that may lead to phishing attempts.
18. Ensure that you are connected to secure internet networks.
19. Ensure that the online learning platform is completely closed after virtual classes have ended to protect privacy.

Article 18: Digital Conduct Standards on the Digital Platform

A. Attendance and Dismissal:

1. Attend virtual classes on approved online learning platforms at the scheduled time.
2. Leave the virtual class on approved online learning platforms after the scheduled class time has ended and proceed to the next class.
3. Avoid opening multiple digital windows during the class on approved online learning platforms to prevent distraction and avoid slowing down the computer.

B. Classroom Participation on Approved Online Learning Platforms:

1. Respect students' contributions, interact with them courteously, and accept constructive criticism from others.
2. Refrain from using or writing explicit or offensive language, sending inappropriate media, or using expressions that promote racism, sectarianism, or tribalism, or that involve defamation, insult, mocking, belittling, or vilification of others.
3. Reject all forms of cyberbullying targeting teachers or students, whether through names, images, nicknames, or classroom contributions.
4. Do not record or photograph activities taking place during virtual classes on approved online learning platforms or share such recordings or images through any social media platform.
5. Obtain permission before participating electronically by using the platform's "Raise Hand" feature, and speak only after receiving permission from the teacher.
6. Keep the microphone or camera turned off and activate them only with the teacher's permission.
7. Wear appropriate and formal attire when participating via camera, while observing standards of general propriety.
8. Check files in advance before sharing or uploading them during a virtual class on approved online learning platforms.
9. Use the Arabic language appropriately and observe correct spelling and writing conventions in electronic participation.
10. Refrain from sending images, emojis, stickers, or abbreviations in the chat during class on approved online learning platforms without the teacher's permission.

*Articles (19–20–21–22) – Elementary School

Article 23: Level 1 Issues in E-Learning and Distance Education. (Middle and Secondary Levels)

If a student commits a behavioral violation, the first procedure shall be applied. If the student repeats the same violation, apply the next procedure.

Behavioral Violation	Corrective Educational Procedure for Behavior Modification
• Being late to a virtual class. • Repeatedly leaving virtual classes on approved online learning platforms without an acceptable excuse. • Disrupting virtual classes, such as posting inappropriate or disruptive messages in the chat, distracting other students, or repeatedly and unnecessarily interrupting the teacher's instruction during the class.	First Procedure: • The teacher or school administration shall issue the student with a first verbal warning regarding the behavior, its consequences, and the fact that it is considered undesirable, using an appropriate and educational approach. Second Procedure: • The teacher or school administration shall issue the student with a second verbal warning upon addressing the incident, using an appropriate and educational approach, while reinforcing positive behavior. Third Procedure: • The teacher who directly witnessed or addressed the incident shall document the behavioral violation, and the student shall electronically acknowledge it. • Notify the student's parent or guardian by phone of the behavioral violation and coordinate with them to address and modify the behavior. • The school administration shall deduct one point from the student's positive behavior score, while providing the student with opportunities to make up the deducted point and notifying the parent or guardian accordingly. • Refer the student to the Student Counselor to assess and study the student's case. Fourth Procedure: • Invite the student's parent or guardian electronically, inform them of the student's undesirable behavior, and agree on a behavior modification plan between the family and the school, to be implemented by the Student Counselor. • The school administration shall deduct one point from the student's positive behavior score, while providing the student with opportunities to make up the deducted point and notifying the parent or guardian accordingly. • Obtain an electronic undertaking from the student not to repeat the violation. • Refer the student to the School Student Counseling Committee to investigate the reasons for the student's failure to respond to behavior modification efforts and identify appropriate solutions to the behavioral issue, based



	on the case study report prepared by the Student Counselor at the school. • The Student Counselor shall follow up on the case and provide the necessary educational support services.
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Article 24: Level 2 Issues in E-Learning and Distance Education. (Middle and Secondary Levels)

If a student commits a behavioral violation, the first procedure shall be applied. If the student repeats the same violation, apply the next procedure.

Behavioral Violation	Corrective Educational Procedure for Behavior Modification
- Leaving a virtual class without permission. - Intentionally sending materials or links unrelated to the lesson content. - Attending a virtual class in inappropriate attire. - Eating during the lesson.	First Procedure: The student shall be referred to the school administration, which shall take the following measures: - Obtain a written undertaking from the student not to repeat the violation. - Notify the student's parent or guardian by phone of the behavioral violation and the measures taken. - Deduct two points from the student's positive behavior score, while providing the student with opportunities to make up the deducted points and notifying the parent or guardian accordingly. - Refer the student to the Student Counselor to assess and study the student's case. Second Procedure: - Invite the student's parent or guardian electronically and inform them of the student's undesirable behavior. - Deduct two points from the student's positive behavior score, while providing the student with opportunities to make up the deducted points and notifying the parent or guardian accordingly. - The Student Counselor shall follow up on the student's case and provide the necessary educational support services. Third Procedure: - Implement all measures outlined in the Second Procedure. - Refer the student to the School Student Counseling Committee to identify appropriate solutions based on the case study report prepared by the Student Counselor.

Article 25: Level 3 Issues in E-Learning and Distance Education. (Middle and Secondary Levels)

If a student commits a behavioral violation, the first procedure shall be applied. If the student repeats the same violation, apply the next procedure.

Behavioral Violation	Corrective Educational Procedure for Behavior Modification
- Using images that are inconsistent with established values and standards of public decency in the student's profile. - Using obscene or offensive language toward students, threatening them, or mocking them. - Recording or photographing virtual lessons and sharing or publishing them. - Misusing personal login credentials for educational platforms. - Using the electronic platform for purposes other than learning. - Protecting the privacy of virtual class participants and refraining from sharing the screen with others.	First Procedure: The student shall be referred to the school administration, which shall take the following measures: - Invite the student's parent or guardian electronically, explain the measures that will be taken if the behavior is repeated, discuss a behavior modification plan with them, develop a joint preventive program with the family, obtain an electronic written undertaking from the student not to repeat the undesirable behavior, and obtain the parent or guardian's electronic acknowledgment. - Deduct three points from the student's positive behavior score, while providing the student with opportunities to make up the deducted points and notifying the parent or guardian accordingly. - Require the student to apologize to those who have been offended. - Refer the student to the Student Counselor for a case assessment. - The Student Counselor shall follow up on the case and provide the necessary educational support services. Second Procedure: The student shall be referred to the school administration, which shall take the following measures: - Implement all measures outlined in the First Procedure. - Refer the student to the School Student Counseling Committee to determine appropriate solutions based on the case study report prepared by the Student Counselor.

Article 26: Level 4 Issues in E-Learning and Distance Education. (Middle and Secondary Levels)

If a student commits a behavioral violation, the first procedure shall be applied. If the student repeats the same violation, apply the next procedure.

Behavioral Violation	Corrective Educational Procedure for Behavior Modification
• Writing inappropriate or offensive messages, or sending obscene images or videos to teachers or fellow students. • Photographing or making audio recordings of teachers or students.	First Procedure: The student shall be referred to the school administration, which shall take the following measures: • Invite the student's parent or guardian electronically, explain the measures that will be taken if the behavior is repeated, discuss a behavior modification plan with them, develop a joint preventive program with the family, obtain an electronic written undertaking from the student not to repeat the undesirable behavior, and obtain the parent or guardian's electronic acknowledgment. • Deduct ten points from the student's positive behavior score, while providing the student with opportunities to modify their behavior and make up the deducted points, and notifying the parent or guardian accordingly. • Require the student to apologize to those who have been offended. • Refer the student to the Student Counselor to assess and study the case. • The Student Counselor shall follow up on the case and provide the necessary educational support services. Second Procedure: The student shall be referred to the school administration, which shall take the following measures: • Implement all measures outlined in the First Procedure, with modifications to the behavior modification plan and its related measures. • Refer the student to the School Student Counseling Committee to determine appropriate solutions based on the case study report prepared by the Student Counselor. Note: The relevant security authorities shall be notified immediately upon the occurrence of the incident, after informing the parent or guardian, and all measures taken shall be documented.

Article 27: Level 5 Issues in E-Learning and Distance Education. (Middle and Secondary Levels)

If a student commits a behavioral violation, the first procedure shall be applied. If the student repeats the same violation, apply the next procedure.

Behavioral Violation	Corrective Educational Procedure for Behavior Modification
- Insulting or mocking any Islamic religious observance or symbol. - Insulting the Kingdom or its symbols. - Disseminating or promoting extremist, takfiri, or atheistic ideas and beliefs, or ideas that offend the political and social systems of society. - Insulting the revealed religions, or inciting racism or tribal, sectarian, or denominational discord within the school. - Blackmailing students. - Cyberbullying. - Online sexual harassment. - Displaying, sharing, or promoting images or slogans that indicate or promote homosexuality. - Promoting drugs. - Cybercrimes of all kinds.	- The school administration shall prepare and document an official incident report. - Invite the student's parent or guardian electronically and inform them of the student's behavioral violation and the measures to be taken as a result. - Deduct fifteen points from the student's positive behavior score, while providing the student with opportunities to modify their behavior and make up the deducted points, and notifying the parent or guardian accordingly. - The School Student Counseling Committee shall meet immediately after the incident to assess its circumstances and details. - The Student Counselor shall follow up on the student's case and provide the necessary educational support services. Note: If the violation is classified as a case of abuse or neglect or any other case covered by the applicable regulations, all procedures outlined in the guide shall first be completed, after which the 1919 Reporting Center shall be contacted directly to report the case and take the necessary action. The relevant security authorities shall also be notified immediately upon the occurrence of the incident, after informing the parent or guardian, and all measures taken shall be documented.

Article 28: General Conduct Guidelines

1. The **Behavior and Attendance Rules** shall apply to public and private general education schools, continuing education schools, and Saudi schools abroad.
2. The Behavior Rules shall apply to behavioral issues that occur within the school, during e-learning, in school programs and activities conducted outside the school, at entities or organizations in which the student participates upon the school's nomination, on school transportation buses, or in areas surrounding the school (adjacent streets) when such incidents are identified by school personnel, the organizers of external activities, or city surveillance cameras.
3. All stakeholders involved in the educational process, as well as parents and the local community, shall share responsibility for maintaining students' behavioral discipline.
4. The Student Counselor shall not be involved in recording behavior scores.
5. The Student Counselor shall not be involved in implementing the measures to be taken against a student who commits a behavioral violation. The Student Counselor's role shall be limited to studying and addressing the case after the measures have been implemented.
6. The appropriateness of the measure shall be considered in light of the student's age and the circumstances that led to the behavioral issue.
7. Appropriate educational and behavioral intervention programs shall be implemented at the school concurrently with the measures taken against the student.
8. Teachers shall record attendance for every class (in teacher records and on approved platforms).
9. The student's parent or guardian shall be notified if the student is absent from any class during the school day.
10. The school administration shall inform the parent or guardian of the behavioral measures taken against the student in accordance with the Behavior and Attendance Rules.
11. If a student commits more than one behavioral violation at the same time, the measures applicable to the violation of the highest level shall be implemented.
12. If a student commits a behavioral violation at a school other than their own, the school where the incident occurred shall prepare an official incident report, while the student's home school shall implement the applicable measures.
13. Cases of abuse or neglect shall be handled in accordance with the Child Protection Law, the Protection from Abuse Law, and their respective Implementing Regulations.
14. The prescribed sequence of measures for behavioral violations shall be followed as set out in the Behavior and Attendance Rules.
15. The next measure shall be implemented immediately if the student repeats the same behavioral violation.
16. Any refusal by the student or their parent or guardian to sign an undertaking not to repeat the violation shall be documented, while the remaining procedures shall continue to be implemented.
17. The relevant security authorities shall be contacted after notifying the parent or guardian. If the parent or guardian does not attend after being notified, the procedures shall be carried out with or without their presence, and the Protection Center shall be notified and the matter documented.
18. After the school has exhausted all procedures prescribed for the first, second, and third levels and has been unable to prevent the student from repeatedly committing behavioral violations, the student's case shall be referred to the Education Department for appropriate action by the competent authority.
19. The Education Department shall provide the student with the services provided by the school immediately upon receiving the student's case file. If it is determined that the school has complied with the Behavior and Attendance Rules, the Director of Education shall issue a decision to transfer the student to another school.

20. The student may be readmitted to their previous school after a decision has been issued to transfer them to another school, provided that they have completed at least one academic term at the receiving school, expressed a desire to return either personally or through their parent or guardian, and demonstrated behavioral improvement.
21. The decision to transfer a student who has committed a behavioral violation shall be postponed until the beginning of the following academic term if the violation occurs during the final week of classes or during final examinations.
22. The transfer of a student to a Saudi school abroad shall be handled in accordance with the regulations and laws of the respective country.
23. The school receiving the transferred student shall be provided with a report from the student's previous school detailing the student's behavior, including the behavior points earned and the measures taken.
24. Any points deducted by the previous school shall remain applicable at the receiving school, while the student shall be given opportunities to improve their behavior score in accordance with the Behavior and Attendance Rules.
25. The nature and severity of behavioral issues involving transferred students shall be taken into consideration, and efforts shall be made to avoid placing such students in the same school.
26. Behavioral violations committed by students with disabilities enrolled in inclusion programs in general education schools shall be addressed by the School Student Counseling Committee in coordination with the Special Education Department at the Education Department.
27. The criteria for determining bullying shall be taken into consideration when applying measures to fifth-level behavioral violations.
28. The school administration shall maintain the confidentiality of information concerning the student who committed a behavioral violation and the measures taken in response.
29. The school administration and its personnel shall comply with the procedures set out in these rules when a student commits a behavioral violation and shall avoid inappropriate disciplinary practices that may negatively affect the student, including:
 - Physical or psychological abuse of any kind.
 - Causing the student to discontinue or be deprived of their education.
 - Preventing the student from having breakfast at the designated time.
 - Requiring the student to copy schoolwork repeatedly as a form of punishment.
 - Provoking the student or encouraging them to engage in inappropriate behavior or to be absent from school.
 - Ridiculing or mocking the student's personality.
 - Excluding the student from the classroom.
30. A student who commits a behavioral violation shall not be exempted from the resulting measures merely because the aggrieved party waives their private right before the relevant authorities.
31. Positive behavioral practices based on values such as **discipline, tolerance, honesty, determination, cooperation, and national belonging** shall be reinforced among students through school programs and activities.
32. The school shall determine the appropriate number of points to award for behavior based on the recommendation of the School Student Counseling Committee, provided that the number does not exceed **six points**.

33. The school shall coordinate between the Vice Principal and the staff responsible for the activity targeted by the exemplary behavior practice to enroll the student in that activity.
34. If the student commits the same behavioral violation again after being allowed to make up the deducted points, the procedure immediately following the previous procedure shall be applied.
35. Restoring the deducted behavior point(s) through a make-up opportunity does not exempt the student from completing the remaining procedures applicable to the behavioral violation committed.
36. If a student commits a behavioral violation within one week before or during final examinations, they shall be given opportunities to make up the deducted points until the end of the academic year.
37. The examination procedures stipulated in the **Student Assessment Regulations** shall be applied when a student commits an examination cheating violation.
38. Behavior scores shall be recorded on the student's report card.
39. The school shall notify the relevant examinations authority in writing of any adjustment to the behavior scores of Grade 12 students (**addition or deduction**) from the beginning of the final examinations through the end of the academic year.
40. Upon request, the student shall be informed of the types of behavioral violations that resulted in deductions from their behavior score.
41. The procedures set out in the Behavior and Attendance Rules shall not conflict with any other applicable laws, regulations, or policies related to student behavior.
42. Students who are proven to have been subjected to abuse may be exempted from certain procedures stipulated in these rules if it is established that applying such procedures would pose a threat to their psychological or physical safety.
43. The school shall carry out its responsibilities and duties accurately and objectively when implementing the Behavior and Attendance Rules and shall be held accountable for any negligence or failure to comply, as such conduct constitutes a breach of professional duty and may result in disciplinary action in accordance with the Civil Service Discipline Law or any other applicable governing legislation.
44. **These rules replace all previous Behavior and Attendance Rules.**

Article 29: Procedures for Addressing Cases of Abuse or Neglect and Mechanisms for Reporting to the Relevant Authorities

To protect the student from any physical, psychological, or social harm, and to ensure that appropriate educational intervention is provided without delay, the following procedures must be followed promptly and confidentially to safeguard the student and prevent the situation from escalating. It should be emphasized that these procedures do not require a sequential approach; rather, they shall be implemented according to the severity of the case.

The procedures are as follows:

1. When a case of physical, psychological, or sexual abuse, neglect, or a suspected specific risk is identified by any school staff member involving a student, whether the alleged perpetrator is a family member or a member of the school community, **the school principal shall be notified immediately and confidentially.**
2. The case shall be referred to the **School Student Counseling Committee** to verify the circumstances, assess the case, determine its severity (**severe/moderate/mild**), and identify the level of service required (**urgent/non-urgent**). The Student Counselor shall continue providing psychological and social support to the student and develop an appropriate intervention plan to ensure the student's protection in all cases.
3. The school administration shall prepare an **official incident report documenting the case.**
4. The student's parent or guardian shall be contacted and informed. If the parent or guardian is deemed unsuitable or is the alleged perpetrator, the student's preference regarding the appropriate person to be contacted shall be taken into consideration.
5. Immediate coordination shall be made with the nearest health center when clear physical injuries are present, such as **burns or injuries caused by a sharp object**, to medically assess the student, prepare a medical report, and take the necessary measures in accordance with applicable health regulations.
6. The **Ministry of Human Resources and Social Development Reporting Center (1919)** shall be notified immediately if the case requires urgent intervention, in addition to notifying the relevant security authorities when necessary.
7. The case shall be referred to the relevant authorities within the **Education Department** if the alleged perpetrator is a member of the school staff, in accordance with the applicable legal and administrative procedures.
8. The Student Counselor shall continue providing the necessary care and psychological and social support to the student **before and after reporting**, and shall monitor implementation of the rehabilitation plan until the student reaches a state of psychological and social stability, while implementing any recommendations issued by the Ministry of Human Resources and Social Development.

Important Educational Considerations When Handling Cases of Abuse:

- Remain calm and handle the situation with wisdom and composure when a case is identified.
- Ensure that any action taken **does not cause further harm to the student.**



- School staff shall promptly report the case to the **Ministry of Human Resources and Social Development Reporting Center (1919)** if they observe any failure or delay by the school administration in addressing the case, to protect the student and ensure their safety.

Article 30: Procedures for Handling High-Risk Cases

To ensure a safe school environment for students, and in compliance with the provisions of the **Protection from Abuse Law, the Child Protection Law, their respective Implementing Regulations, and relevant instructions**, anyone who becomes aware of a case of abuse must immediately report it to their workplace. The school shall then take the following **urgent measures**, particularly when dealing with high-risk cases such as **attempted self-harm**:

1. Handle the situation calmly, take the student's statements seriously, and provide appropriate psychological support.
2. Avoid overwhelming or distressing the student by asking excessive questions or applying pressure.
3. Move the student to a safe place and do not leave them alone. The student shall be accompanied until the relevant support and assisting authorities arrive.
4. Respect the student's privacy and strictly refrain from disclosing or sharing any personal information about the student.
5. Immediately notify the relevant authorities according to the nature of the case, such as:
 - The **Education Department**.
 - The **security authorities (911)**.
 - The **Family Violence Protection and Child Protection Reporting Center (1919)**.
 - The **Ministry of Health (937)**.
6. Contact the family to inform them of the student's situation and emphasize the importance of providing appropriate psychological and social support.
7. Convene an emergency meeting of the **School Student Counseling Committee**, with the participation of the **Health Counselor and Safety and Security Coordinator**, as well as any other individuals whose participation the Committee deems necessary, with the aim of:
 - Assessing the case and developing a comprehensive intervention plan in coordination with the relevant authorities, including activating psychological services through the **Virtual Hospital** and reviewing school health records and screening assessment data.
 - Developing and implementing a preventive plan coordinated among school staff and parents, including awareness-raising on psychological and physical health and training them to identify warning signs and provide early intervention.
 - Implementing a plan to promote the psychological and social well-being of students in general, with particular attention to those affected by the incident.
 - Considering the possibility of activating an expedited pathway for addressing the case after referring it to the authorized official.
8. Report the case through the designated electronic systems and document it in **Noor or other approved systems**.
9. Follow up on the case continuously, evaluate the effectiveness of the measures taken, and update them as needed to ensure their effectiveness.
10. Prepare a detailed report documenting all measures taken and services provided and submit it to the Education Department.
11. The Education Department shall be responsible for coordinating and following up with the relevant authorities regarding cases referred to it.

Article 31: Attendance and Punctuality Assessment

Attendance and punctuality refer to the student's commitment to attending school according to the official times specified, from the beginning to the end of the school day, including morning attendance and all scheduled classes.

Attendance and Punctuality are assessed as follows:

1. Regular attendance and punctuality at school are essential to students' learning and academic achievement, as well as to developing positive work ethics.
2. A student's repeated absence or tardiness may affect classroom activities and consequently disrupt the learning of other students, as well as the implementation of teachers' instructional plans.
3. Parents' involvement and support, or the lack thereof, sends students a strong message about the importance of learning and personal responsibility.
4. Students are responsible for catching up on any learning they miss during an absence and completing any tasks assigned by their teachers, whether the absence is excused or unexcused.
5. Since a student's repeated absence or tardiness will inevitably affect their learning and may also affect the learning of other students in the class, it may result in consequences that the student perceives as negative. If the absence or tardiness is not addressed, it may ultimately affect the student's continued enrollment at the school.
6. The rules and consequences outlined in this policy shall be implemented starting from the first week of the first semester of each academic year, while ensuring that all students understand the policy. The final week before each school break and the period preceding final examinations at the end of each semester shall also be taken into consideration.
7. In cases of early departure or tardiness, absence shall be calculated based on the number of classes missed by the student in a particular subject.
8. A total of **100 points** shall be allocated for attendance and punctuality throughout the academic year for students from Grade 3 of elementary school through Grade 12. The calculation shall be based on a daily schedule of nine classes, and the attendance score shall be included in the student's total grade. The total number of classes missed or attended late during the semester shall be calculated against the total number of scheduled classes.
9. A student shall be denied promotion if their **unexcused absence rate exceeds 10% (equivalent to 18 school days)** during the academic year. Elementary and middle school students shall not be promoted to the following academic year, while secondary school students shall not be promoted to the following semester.
10. Absences shall be entered daily by the school administration on the approved platforms (**Noor System and Madrasati Platform**).
11. The student or their parent/guardian shall submit an excuse to the school administration, together with supporting documentation, within the prescribed regulatory timeframe.
12. The student and their parent/guardian shall be given **three working days** after the absence to submit an excuse. If there is an acceptable justification, an excuse may be accepted after this period, provided that it is submitted within **ten working days**. The school principal may extend the deadline until the end of the semester if there is a valid justification, provided that supporting documentation for the decision is attached in the Noor System.
13. The school administration shall review each absence daily. If an absence is not accepted as excused, **one attendance point shall be deducted for each unexcused school day**.

14. The attendance and punctuality score shall be recorded in a designated field on the report card for middle and secondary school students and included in the semester GPA. This field shall form an integral part of the official report card issued by the school.
15. Attendance and punctuality shall also be calculated on a **per-class basis**. Teachers shall maintain separate attendance records for each class, subject, and section. **Nine instances of unexcused tardiness shall be equivalent to one unexcused absence from a class** (without official supporting documentation), and shall be added to the total number of unexcused absences.
16. If a student is absent from a final examination, the examination shall not be rescheduled during the make-up examination period unless the student provides an acceptable excuse.
17. A student who arrives **10 minutes or more late** to a class shall be considered absent from that class.

Attendance and Punctuality Score for the Semester: 100 - (Total Number of Classes Missed During the Semester)

Daily Class Allocation: 9 Classes

Article 32: Excused Absences, Tardiness, and Permission to Leave

Absence or tardiness on any school day or for any class shall be considered an “absence without official documentation” and, therefore, an unexcused absence, even if the student leaves school with a parent or guardian or leaves the school with a parent’s/guardian’s approval or at their request, except in cases that fall under the following categories:

The following cases of absence and early departure shall be considered excused, provided that appropriate supporting documentation is submitted:

	Case	Evidence
1	Medical leave.	
2	Medical appointments at hospitals and health centers.	
3	Emergencies or disasters, such as fires and other incidents.	
4	Death of a relative up to the third degree of kinship.	
5	Accompanying a first-degree relative for medical reasons.	
6	Accompanying a relative up to the third degree of kinship for medical reasons. (The school administration has the authority to assess and approve or reject the excuse.)	
7	Appointments with government authorities (e.g., courts, government agencies, driving tests and training).	
8	Accompanying a first-degree relative to government authorities.	
9	Participation in local and international competitions.	
10	Other health-related circumstances: The school administration shall assess cases involving students with health or psychological conditions or chronic illnesses and determine whether their absences may be accepted as excused.	
11	Absence to take official examinations, such as the SAT, IELTS, TOEFL, STEP, General Aptitude Test, Achievement Test, or other examinations approved by the school.	
12	Absence to attend a sibling’s graduation ceremony: Within the Kingdom of Saudi Arabia: Three working days shall be considered excused absence. Outside the Kingdom of Saudi Arabia: Five working days shall be considered excused absence.	
13	What is agreed upon in the laws and regulations concerning child protection	

Article 33: Procedures for Addressing Excused and Unexcused Absences During the Academic Year

Contacting the parent or guardian on the same day of the student's absence via text message or phone call to inquire about the reason for the absence.		
Days of Absence	Excused Absence	Unexcused Absences
	Actions Taken	Actions Taken
3 Attendance and Tardiness Notice/Warning	- Referring the student to the student counselor to provide appropriate support and educational services (including a learning plan for days of absence) and to assess the student's case if necessary. - Inviting the parent or guardian to an in-person meeting that includes the following: - Informing the parent or guardian of the procedures resulting from the student's absence. - Evaluating the educational services and intervention plan provided to the student and updating them as necessary based on the student's circumstances.	- Referring the student to the student counselor to assess the case and provide appropriate educational services. - If the absence continues, inviting the parent or guardian to an in-person meeting that includes the following: - Informing the parent or guardian of the procedures resulting from the student's absence. - Evaluating the educational services and intervention plan provided to the student and updating them as necessary based on the student's circumstances. - Obtaining a written commitment from the student and parent or guardian to comply with the proposed plan. - Continuing to provide educational services to the student and monitoring the student's case.
5 Attendance and Tardiness Warning (1)	If the parent or guardian fails to comply with the educational plan (the Learning Plan for Days of Absence), the student shall be referred to the Student Guidance Committee, and an awareness session shall be held with the parent or guardian to emphasize the importance of following the educational and intervention plans.	- Inviting the parent or guardian to discuss the reasons for the student's absence. - Referring the student to the Student Guidance Committee and holding a meeting to review the educational and intervention plan provided to the student and update it as necessary based on the student's circumstances. - Continuing to provide educational services to the student and monitoring the student's case. - Informing the parent or guardian of the consequences of continued absence.

Contacting the parent or guardian on the same day the student is absent via text message or phone call to inquire about the reason for the absence.

10 Attendance and Tardiness Warning (2)	• If there is a suspicion that a student is being neglected, the school shall contact the relevant authorities regarding the implementation of the provisions of the Child Protection Law and the Protection from Abuse Law and their Implementing Regulations. The Education Department shall also be notified. • The school shall take the required regulatory procedures in coordination with and under the follow-up of the relevant authorities referred to in the preceding paragraph regarding the actions taken in cases referred to them.	• The school shall contact the relevant authorities regarding the implementation of the provisions of the Child Protection Law and the Protection from Abuse Law and their Implementing Regulations, and shall notify the Education Department accordingly. • Following the implementation of the required regulatory procedures, the school shall monitor the case and coordinate with the relevant authorities referred to in the preceding paragraph regarding the actions taken in cases referred to them.
• The student is responsible for independently learning the skills and content missed due to absence and for submitting all required assignments by the specified deadlines. Teachers will do their best to assist during the school day when requested; however, the student remains responsible for making up the missed learning. • If a parent or guardian is asked to come to the school for a meeting to discuss the student's absence or tardiness but fails to attend or contact the school to arrange an alternative appointment, the student will not be permitted to attend any classes until the parent or guardian attends the meeting. The supervisor will notify the parent or guardian of the scheduled meeting time and arrange for the student to wait in the principal's office until the parent or guardian arrives. • Educational services shall continue to be provided without interruption. Note: If the student has (3 or more consecutive days) of unexcused absence, the school shall contact the relevant authorities regarding the implementation of the provisions of the Child Protection Law and the Protection from Abuse Law and their Implementing Regulations.		

Article 34: General Attendance Guidelines

1. These attendance and punctuality guidelines apply to all students at all educational levels in public and private general education schools, continuing education schools, and Saudi schools abroad, whether learning in person or online.
2. The school administration shall notify the parent or guardian of an absent student of the absence on the same day, using all available means, including electronic methods, and shall document the notification in the attendance records and the approved electronic system (Noor System).
3. The school administration and the Student Guidance Committee shall monitor cases of absence and take appropriate educational and counseling measures with students who are frequently absent.
4. The student counselor shall not be involved in procedures for withholding or deducting attendance and punctuality points from students who are absent without an acceptable excuse.
5. The school administration shall maintain the confidentiality of absence excuses.
6. If an unexcused absent student or their parent/guardian refuses to sign the required commitment, the Student Affairs Coordinator shall document the refusal while completing the remaining procedures.
7. A student's attendance and punctuality score shall not be affected if an acceptable excuse is submitted within the specified timeframe.
8. Students shall be required to complete their weekly and semester learning plans, whether their absence is excused or unexcused.
9. A student's disengagement from education shall be considered a form of abuse or neglect. The school shall contact the parent or guardian to inquire about the reason for the student's disengagement and follow the applicable regulatory procedures in accordance with the Protection from Abuse Law, the Child Protection Law, and their Implementing Regulations.
10. Students who have been subjected to abuse or neglect shall be exempt from certain procedures stipulated in these rules if implementing such procedures would pose a risk to their psychological or physical safety.
11. The school shall fulfill its responsibilities and duties accurately and objectively in implementing the behavior, attendance, and punctuality rules and shall be held accountable for any failure to do so, as such failure constitutes a breach of official duties and may result in accountability under the Civil Service Discipline Law or any other applicable legislation.
12. All previous rules shall be repealed, and these rules shall be adopted as the reference governing student behavior, attendance, and punctuality.

Grade 12 Commitment Agreement

Given the importance of the final school year as the culminating stage of a student's school journey, and in keeping with the expectation that the graduation year reflects maturity, responsibility, and exemplary conduct in maintaining discipline, Grade 12 students are expected to comply with all school rules and regulations through the final school day. Graduation-year events and privileges do not exempt students from complying with school regulations or excuse irregular attendance or misconduct. **All procedures specified in the regulations will apply, with no special exceptions or procedures for Grade 12 students.**

First: Attendance and Punctuality

- Comply with all attendance and punctuality terms set out in the Ministry's regulations.
- Coordinating or agreeing to engage in collective absence or tardiness is considered a violation of school discipline.
- The proximity of graduation or the completion of certain examinations and projects does not constitute a valid reason for irregular school attendance.
- If a student's absence exceeds **25% of the school year**, she will not be permitted to participate in the segments of the graduation recognition ceremony, as determined by the Administrative Committee.

Second: Student Behavior and School Commitment

- Comply with all behavior provisions set out in the Ministry's regulations.
- No activity, celebration, distribution, or group photography may be conducted on school premises without prior approval.
- Comply with the instructions and arrangements governing the graduation recognition ceremony.

Student and Parent/Guardian Acknowledgment

I, the undersigned student, and my parent/guardian acknowledge that we have read and understood the above instructions applicable to Grade 12 students and agree to comply with the school's rules and regulations and its attendance and behavior policies throughout the school year and through the final school day.

Student Name: _____

Signature: _____

Date: _____



Appendices

Honor Code at Dhahran Ahliyya Schools

The school community at Dhahran Ahliyya Schools is grounded in mutual trust and academic integrity, which are central to our Islamic values and aligned with our schools' mission and the attributes we seek to develop in our students. The Honor Code represents the highest expression of the shared values upheld by members of the school community. Students who commit to an Honor Code that reflects these values demonstrate a high level of integrity and self-responsibility, supporting their success and lifelong learning.

The Honor Code

Students at Dhahran Ahliyya Schools are expected to conduct themselves with integrity throughout their academic journey. Cheating, plagiarism, lying, or misrepresentation violates ethical standards of conduct and is unacceptable at our schools. Accordingly, this Honor Code strictly prohibits the following violations:

1. Cheating: (Examples include, but are not limited to)

- Copying another student's work.
- Allowing another student to copy their work.
- Using any materials without the owner's permission, whether written, visual, or audio.
- Talking to another student or copying from their paper, or giving or receiving information through gestures or any other form of deception during assessments (tests and assignments).
- Using written notes or any other information without permission during assessments.
- Sharing questions from any assessment or any information about an assessment without the teacher's permission.
- Accessing another person's account (teacher or student) or any protected property without permission.
- Hacking into network accounts or tampering with their data.

2. Plagiarism: (Examples include, but are not limited to)

- Submitting another person's work as the student's own, including using the same text, code, or ideas without proper acknowledgment or citation.
- Copying material verbatim without using quotation marks or acknowledging the source.
- Having another person complete a work or assignment on the student's behalf and submitting it as their own.

3. Misrepresentation or Dishonesty: (Examples include, but are not limited to)

- Making a false statement, verbally or in writing, with the intent to deceive.
- Providing misleading or inaccurate information.
- Forging official signatures or a parent/guardian's signature.
- Claiming to have submitted work or materials and falsely accusing others of damaging or losing them.
- Impersonating another person or asking others to do so to deceive or circumvent the school's systems.
- Altering a grade on a graded paper after receiving it and requesting a grade change based on the altered document.
- Submitting forged official government or medical documents.

Mobile Phone / Electronic Device Use Policy at Dhahran Ahliyya Schools

Kindergarten through Grade 9

To provide an environment that enables all our learners to succeed without the distraction of mobile devices, students in Kindergarten through Grade 9 are required to leave their mobile phones at home during school hours. We understand that some parents/guardians rely on mobile phones to communicate with their children during the school day. However, the relevant grade-level supervision office will always be available for urgent communications.

Grades 10 through 12

Students in Grades 10 through 12 are permitted to bring their personal mobile phones to school. While the schools recognize the importance of students having access to and using modern technology tools, mobile phone use must be subject to specific guidelines and consequences in cases of misuse. These measures are intended to protect students' learning and safeguard the personal rights of school staff from inappropriate use of mobile phones.

Basic Guidelines

- Mobile phones may be used for educational purposes under the supervision of a teacher or other authorized school personnel.
- If a student wishes to contact their parent/guardian for educational purposes, they should go to the relevant supervision office.
- Mobile phone use is prohibited during classes, breaks, and at the beginning and end of the school day without permission from the supervisor or teacher.
- Misuse of a mobile phone is considered a **Level 3 behavioral violation** and is subject to the following consequences:

1. First Offense: The student's device will be confiscated and returned at the end of the school day. The incident will be documented.

2. Second Offense: The student's device will be confiscated and returned the following day. The school reserves the right to retain the device in the event of repeated misuse.

3. Third Offense: The student's device will be confiscated and retained for **one week**.

4. Fourth Offense: The student's device will be confiscated and retained until the **end of the semester**.