



Student Code of Conduct and Attendance

Elementary School



2026-2027 / 1448-1449 AH



Student Commitment for Elementary School

Student name: _____ Grade: _____

I confirm that I have read and understood the school's rules on student behavior and attendance, and I agree to follow them. If I break any of these rules, the school may follow the procedures and apply the penalties stated in them.

A parent or guardian's review of this document serves as confirmation that they have read its contents. A paper signature is not required.



We expect every student in our schools to demonstrate good character by following positive behaviours based on respect, responsibility and safety.

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 the year before.



International Baccalaureate Learner Profile

All International Baccalaureate programmes aim to develop internationally minded people who recognise their shared humanity and responsibility for caring for the planet, and who help create a better and more peaceful world. As IB learners, we strive to be:

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.

The IB learner profile includes ten attributes valued by IB World Schools. These and similar attributes can help individuals and groups become responsible members of local, national and global communities.



Important Updates to Conduct and Attendance

Dear Parents, Guardians and Students,

As part of the Ministry of Education's efforts to promote positive values and school discipline, updates have been adopted to the calculation of conduct and attendance marks, including positive behaviour and school absence. These apply from Grade 3 of elementary school through the final year of secondary school.

Allocation of Conduct Marks

Marks	How they are awarded
80	Awarded automatically to every student at the beginning of each term, subject to deductions for violations under the Student Commitment document.
20	Awarded progressively for outstanding behaviour supported by evidence. Relevant values include discipline, tolerance, honesty, determination, cooperation and national belonging. Conduct marks may also be deducted. The implementation process will be announced.

Absence and Attendance Requirements

- Teachers record absence daily in PowerSchool, and the information is entered in Noor.
- One attendance mark is deducted for each school day missed without an acceptable excuse, and one quarter of a mark for each subject lesson missed.
- A student absent without an excuse will not receive full marks for classroom participation and engagement.
- Students and parents or guardians are given three days to submit an official excuse, such as a medical report, a notification from the Sehhaty platform or official proof of participation in an activity.

If unexcused absence exceeds 10% of the days in a term at any school level, or excused absence reaches 18 days in a term at intermediate or secondary school:

- Elementary and intermediate students will not be promoted to the following school year.
- Secondary students will not progress to the following term.

Please note the following:

- Families play an important role in monitoring their children, encouraging regular attendance and instilling positive values. Daily attendance supports academic and social success.
- Consistent attendance and discipline strengthen students' opportunities to excel, participate in national and international competitions, and improve their academic average.



General Conduct Provisions

1. The conduct and attendance rules apply to public and private general education schools, continuing education schools and Saudi schools abroad.
2. Conduct rules apply to incidents at school, during online learning, in school programmes and activities outside school, at organisations where students participate through school nomination, on school transport, and on streets attached to the school when observed by school staff, external activity organisers or school cameras.
3. School educational staff, parents or guardians and the local community share responsibility for maintaining student discipline.
4. The student counsellor must not be involved in recording conduct marks.
5. The student counsellor must not implement disciplinary procedures. Their role begins after implementation, through assessment and intervention.
6. Measures must suit the student's age and the circumstances that led to the incident.
7. Appropriate educational intervention programmes must accompany disciplinary measures.
8. Teachers must record absence in every lesson in their records and approved platforms.
9. Parents or guardians must be notified if a student misses any lesson during the school day.
10. School administration must inform the parent or guardian of the measures taken under the conduct and attendance rules.
11. If a student commits several violations at the same time, apply the procedures for the most serious violation.
12. If an incident occurs at a school other than the student's own school, the school where it occurred must prepare an incident report. The student's own school implements the procedures.
13. Abuse and neglect cases must be handled in accordance with the Child Protection Law, the Protection from Abuse Law, and their implementing regulations.
14. Follow the sequence of procedures specified for behavioural violations.
15. If the same violation is repeated, proceed immediately to the next measure.
16. Document any refusal by the student or parent or guardian to undertake not to repeat the violation, and continue with the remaining procedures.
17. Notify the parent or guardian before calling the security authorities. If they do not attend after notification, proceed with or without their presence, notify the protection centre and document the action.
18. Once the school has taken all measures for first-, second-, and third-degree violations, refer the case to the Education Department. The student must be allowed to continue studying until the competent authority makes a decision.
19. The Education Department must assess the school's support for the student immediately upon referral. If the school has complied with the rules, the Director of Education issues a decision transferring the student to another school.
20. A transferred student may return to the previous school after spending at least one term at the receiving school, provided the student or parent or guardian wishes to return and the student's behaviour has improved.
21. If the incident occurs in the final week of classes or during final examinations, postpone transfer until the beginning of the next term.
22. Transfers to Saudi schools abroad must follow those schools' rules and regulations.
23. The previous school must provide the receiving school with a behaviour report showing the student's conduct marks and the measures taken.
24. The receiving school must carry forward deductions imposed by the previous school and allow opportunities to improve conduct marks under these rules. Any new violation is addressed from the first procedure.
25. Consider the nature and seriousness of transferred students' behavioural problems and avoid placing all such students in one school.



Assessment of Conduct

1. Conduct in Grades 1 and 2 is assessed qualitatively through precise, objective statements describing the student's behaviour and supported by evidence.
2. Conduct is a separate subject reflecting students' moral learning and achievement. From Grade 3 through the final year of secondary school, its mark contributes to the term academic average. The total is 100 marks, divided into two components.

Positive Behaviour

- Positive behavior is the standard expected of all students who do not commit behavioural violations. It accounts for 80% of the conduct mark.
- Each student automatically receives 80 marks at the beginning of each term.
- School administration deducts marks for behavioural violations according to the prescribed procedures.

Outstanding Behaviour

- Outstanding behavior consists of exemplary practices consistent with Islamic values and national identity, demonstrated through good conduct, character and initiatives in the school community.
- It accounts for 20% of the conduct mark.
- Students are assessed and awarded the marks they earn for the outstanding behaviour practices specified in the rules.
- During the term, students may recover marks deducted from positive behaviour by completing suggested outstanding behaviour activities.
- Students who have committed violations may combine several opportunities to recover deducted marks.
- Students may repeat outstanding behaviour activities to earn further marks, provided their total conduct mark does not exceed 100.
- Students submit evidence of completed recovery activities to the Vice Principal for Student Affairs. This evidence is retained in the student's file.
- Conduct marks must appear in a dedicated field on every school-issued report card or transcript.



Outstanding Behaviour

Outstanding behaviour is assessed through the student's commitment to discipline, tolerance, honesty, determination, cooperation and national belonging, as demonstrated in the suggested practices below and in the Positive Behaviour Promotion Programme.

National Belonging

Loyalty and adherence to the pledge of allegiance to the nation's leadership; pride in the nation's history, identity, heritage and achievements; and positive participation in national and awareness events.

Discipline

Taking responsibility for tasks and duties, following rules, regulations and instructions, controlling one's behaviour and respecting others' rights.

Determination

Working diligently towards excellence, persisting through difficulties, change and challenges using innovative approaches, and making efforts to overcome obstacles.

Tolerance

Being patient and forgiving, overlooking mistakes, setting a good example and treating others with kindness, warmth and compassion. Respecting others' feelings and circumstances promotes coexistence throughout society.

Honesty

Honouring entrusted responsibilities and fulfilling others' rights with sincerity, truthfulness, integrity and transparency.

Cooperation

Helping and supporting others, treating them kindly and working together for shared benefit.

Suggested Topics

1. Loyalty to the leadership and the nation.
2. Promotion of the Arabic language.
3. Awareness of moderation and rejection of extremism.
4. Tolerance, compassion, and rejection of discrimination and racism.
5. Kindness and rejection of violence.
6. Development of dialogue skills.
7. Avoiding bullying.
8. The dangers of drugs.
9. Psychological and social skills.
10. Personal development.
11. Care for the school environment.
12. The history of the Kingdom or one of its prominent figures.

Suggested Outstanding Behavior Practices and Marks

Six points

- Maintaining good conduct and having no unexcused absences during the school term.
- Six points for each participation
- Taking part in community service outside the school.
- Leading a discussion session.
- Participating in an awareness campaign.
- Sharing successful personal experiences.
- Completing a program or course.

Four points for each participation

Taking part in school activities that develop the following skills:

- Communication skills, such as teamwork and peer learning.
- Leadership and responsibility, such as planning and motivating others.
- Digital skills, such as preparing presentations and creating digital content.
- Time management skills.

Two points for each participation

- Writing a thank-you letter, for example, to the nation, the country's leadership, family members, or a teacher.
- Participating in the school broadcast.
- Submitting a suggestion to benefit the school community.
- Cooperating with classmates, teachers, and school administration.

The school determines the appropriate number of points to award for the behavior, based on the recommendation of the school's Student Guidance Committee, up to a maximum of six points.

- If a student demonstrates outstanding behavior beyond the examples listed above, the school may award up to six points based on the recommendation of the school's Student Guidance Committee.
- Attach proof of the student's participation from recognized organizations within or outside the school.



The Role of the Family

1. Strengthen children's Islamic values, national belonging, citizenship and loyalty to the leadership, and encourage protection of the nation's security and property.
2. Promote cultural diversity, moderation and balanced thinking, and ensure the learning environment is free from extremist ideas and negative influences.
3. Promote responsible digital conduct.
4. Encourage positive behaviour and self-discipline.
5. Read all school rules, regulations and instructions and discuss them with children.
6. Attend school meetings, parent councils, educational events and awareness activities.
7. Assume full responsibility for the child as required by these rules, the Protection from Abuse Law, the Child Protection Law and their implementing regulations.
8. Build strong relationships with school administration, teachers and the student counsellor.
9. Provide school supplies and online learning requirements.
10. Monitor and guide children towards responsible digital interaction in an open media environment, strengthening their awareness and protecting them from negative influences.
11. Monitor children's learning and progress on approved online learning platforms.
12. Encourage children to engage with teachers and learning activities in class and on approved online platforms.
13. Understand children's developmental stages and associated changes in order to provide appropriate support.
14. Instil discipline by ensuring regular school attendance and attendance at lessons according to the timetable.
15. Contact the school immediately when a child is absent and explain the reason so that monitoring and support can continue.
16. Monitor academic achievement continuously.
17. Inform the school of the child's needs and cooperate in addressing behavioural difficulties.
18. Report behavioural problems affecting the child to the student counsellor or vice principal so that the case can be documented and appropriate action taken.



Student Responsibilities

1. Take pride in Islamic values, national belonging, citizenship and loyalty to the leadership, and protect the nation's security and property.
2. Follow school instructions, rules and regulations.
3. Demonstrate moderation and balanced thinking.
4. Value cultural diversity and respect and accept others.
5. Observe appropriate digital etiquette.
6. Demonstrate positive behaviour inside and outside school.
7. Practise self-discipline and take responsibility.
8. Attend school regularly and arrive at lessons on time.
9. Address challenges and problems thoughtfully and positively.
10. Protect students' belongings and school property.
11. Contact school administration or the student counsellor if you or a classmate experiences a behavioural problem.

First Degree Behavioural Violations in Elementary School

When a violation occurs, apply the first procedure. If the same violation is repeated, apply the next procedure in sequence.

Behavioral violation	Educational intervention procedures
1. Failing to follow the school uniform requirements. 2. Arriving late in the morning or late to lessons. 3. Poor personal hygiene. 4. Consuming food or refreshments during lessons without permission. 5. Sleeping in class. 6. Repeatedly leaving the classroom. 7. Gathering at the school gate or around a fight. 8. Failing to keep fingernails short and clean. 9. Failing to keep hair clean and tidy, or using hair dye, excessively short haircuts or unusual hairstyles. 10. Failing to bring the materials required by the subject teacher. 11. Failing to concentrate during lessons or engaging in distractions that negatively affect oneself or others, such as side conversations, preparing for another subject or disturbing others. 12. Using devices contrary to the teacher's instructions. 13. Failing to comply with instructions and interrupting the teacher's explanation.	<u>First Procedure</u> • Give an initial verbal warning by the teacher or school administration about the behaviour and the need to comply. • Reinforce positive behaviour with appropriate encouragement. • Record the violation if it is repeated. <u>Second Procedure</u> • Give a second verbal warning if the behaviour continues. • Record the violation in the follow-up register. • Explain the correct behaviour and reinforce positive conduct. <u>Third Procedure</u> • The teacher refers the behavioural issue to the relevant authority. • Notify the parent or guardian. • School administration implements behaviour improvement programmes. • Deduct one positive behaviour mark, provide opportunities to recover it and notify the parent or guardian. • After implementing the procedure, refer the student Guidance Services for assessment. <u>Fourth Procedure</u> • Invite the parent or guardian to discuss the behaviour and agree on a behaviour improvement plan. • Implement school behaviour improvement programmes. • Refer the student to guidance services when needed, with follow-up by the student counsellor. • Deduct one positive behaviour mark, provide recovery opportunities and notify the parent or guardian.

Second Degree Behavioural Violations in Elementary School

Apply procedures sequentially when the same violation is repeated.

Behavioural violation	Educational intervention procedures
1. Missing a classroom lesson or arriving late. 2. Leaving the classroom without permission. 3. Creating disorder in the classroom or school. 4. Bringing prohibited materials or devices to school. 5. Climbing school boundary walls. 6. Deliberately bothering, harassing or physically harming classmates. 7. Fighting or participating in a group fight. 8. Threatening another student in a manner that does not impose a threat of harm. 9. Cheating in elementary school assessments other than final examinations. 10. Directing indecent gestures, language or drawings at other students. 11. Tampering with school buildings or tools, including computers, laboratory equipment, safety equipment, and fire extinguishers. 12. Neglecting textbooks. 13. Bringing prohibited foods to school. 14. Refusing to follow school staff's instructions. 15. Behaving in a way that reflects poorly on oneself or the school during visits or trips. 16. Using personal accounts or accounts that are not official school accounts. 17. Failing to follow the school's essential agreements. 18. Entering another classroom without permission or during breaks.	<u>First Procedure</u> Refer the student to school administration to: • Notify the parent or guardian in writing of the violation and the measures taken. • Require an apology to those affected. • Require repair or replacement of damaged property. • Refer the student to the counsellor for assessment. • Deduct two positive behaviour marks, provide recovery opportunities and notify the parent or guardian. <u>Second Procedure</u> • Apply all measures in the first procedure and repeat the behaviour improvement plan measures. • Invite the parent or guardian to a meeting to develop a behaviour improvement plan. • Monitor the student's case before referral for educational support services. <u>Third Procedure</u> • Apply all measures in the first and second procedures. • Refer the student to the Student Guidance Committee to investigate the lack of response to behaviour improvement measures. • Move the student to another class according to need.

Third Degree Behavioural Violations in Elementary School

Apply procedures sequentially when the same violation is repeated.

Behavioural violation	Educational intervention procedures
1. Deliberately damaging school property or contents, such as computers, safety equipment or safety records. 2. Bringing dangerous materials or tools to school, such as knives or sharp objects. 3. Threatening school staff. 4. Deliberately leaving school without authorisation. 5. Verbal, physical or online bullying. 6. Deliberately causing disorder at school or in learning rooms. 7. Photographing students or making audio recordings of them. 8. Signing on behalf of a parent or guardian, without their knowledge, on correspondence between the school and the parent or guardian. 9. Bringing or using dangerous materials, toys or devices at school, including lasers, fireworks, gas sprays, chemicals, smartwatches and mobile phones. 10. Getting into another vehicle without the school's or family's knowledge. 11. Stealing students' belongings or school property. 12. Hitting another student.	<u>First Procedure</u> Refer the student to school administration to: • Invite the parent or guardian to discuss a behaviour improvement plan and establish behavioural expectations. Obtain a written undertaking from the student not to repeat the behaviour and the parent or guardian's signature acknowledging it. • Address negative behaviour through intervention plans and behavioural programmes. • Repair damage where possible. • Confiscate prohibited materials brought by the student. • Have the teacher prepare an incident report. • Refer the student to guidance services for assessment. • Require an apology to those affected. • Deduct three positive behaviour marks, provide recovery opportunities and notify the parent or guardian. <u>Second Procedure</u> • Apply all measures in the first procedure, with revised behaviour improvement measures. • Move the student to another class in accordance with the Student Guidance Committee's decisions. • The student counsellor follows up and provides educational support.



Third Degree Procedures Continued

Third Procedure

1. Apply all measures in the second procedure and repeat the behaviour improvement plan measures.
2. School administration formally requests that the Education Department examine the case with the Guidance and Counselling Committee regarding transfer.
3. Meet with the parent or guardian and counsellor to discuss the student's lack of response. The student continues studying until transfer. Transfer procedures begin in the second term, although they may begin in the first term if the intervention plan requires it. If no places are available, transfer the student to the school nearest their home.
4. Refer the student to the receiving school's counsellor for an awareness programme that includes behaviour improvement sessions.
5. Record observations by the student, parent or guardian and counsellor concerning the need for discipline. The counsellor reports completion of the guidance programme to school administration.
6. The receiving school's counsellor monitors the case and provides educational support.
7. After completing the educational programme, the student gives a written undertaking to comply with discipline requirements in the presence of the parent or guardian.

Requirements Throughout the Procedures

- Arrange for the Red Crescent to transport an injured student to the nearest health centre if needed.
- The educational authorities jointly follow up on the incident after notifying the parent or guardian and submit reports on the measures taken.

Fourth Degree Behavioural Violations in Elementary School

Behavioural violation	Educational intervention procedures
1. Insulting or mocking any Islamic religious observance. 2. Insulting the state or its symbols. 3. Aggressive behaviour and threats against classmates. 4. Sexual harassment. 5. Deliberate vandalism of school property. 6. School violence in any form. 7. Bullying in any form. 8. Displays, images or slogans indicating or promoting homosexuality. 9. Starting a fire inside the school. 10. Possessing or displaying prohibited media materials.	<u>First Procedure</u> 1. Refer the student to school administration for the following measures. 2. Invite the student and parent or guardian to discuss the intervention measures, agree to a behaviour improvement plan and home monitoring, and develop a joint preventive programme with the student counsellor. 3. Deduct ten positive behaviour marks, provide recovery opportunities and notify the parent or guardian. 4. Require an apology to those affected. 5. Refer the student to the counsellor for assessment. 6. Submit a report to the Education Department and complete further procedures where necessary. 7. The Director of Education issues a transfer decision, with the student continuing to study until transfer. 8. After completion of the educational programme, obtain a written undertaking from the student, in the presence of the parent or guardian, to comply with discipline requirements. <u>Requirements Throughout the Procedures</u> 9. The student counsellor helps arrange referral or transfer to an appropriate support centre for enrichment sessions. 10. Refer all behavioural cases to the Education Office for follow-up and, where necessary, refer students to the relevant authorities.



Conduct Mark Deductions

Violation level	Marks deducted
First degree	1
Second degree	2
Third degree	3
Fourth degree	10
Fifth degree	15



General Attendance Provisions

1. Attendance provisions apply to students at all levels in public and private general education schools, continuing education schools and Saudi schools abroad, for both in-person and online learning.
2. School administration must notify the parent or guardian of an absence on the same day using all available means, including electronic communication, and document it in attendance records and the approved electronic system, Noor.
3. School administration and the Student Guidance Committee must monitor absence and take appropriate educational and counselling measures for repeated absence.
4. The student counsellor must not take part in procedures that deny progression or deduct marks for unexcused absence.
5. School administration must keep absence excuses confidential.
6. If a student is absent without an excuse or their parent or guardian refuses to sign an undertaking, the Vice Principal for Student Affairs documents the refusal and continues with the remaining procedures.
7. Attendance marks must not be affected when an acceptable excuse is submitted within the prescribed period.
8. Students must complete their weekly and term learning plans whether their absence is excused or unexcused.
9. Disengagement from education is treated as a form of abuse or neglect. Contact the parent or guardian to establish the reason and, where necessary, follow the Child Protection Law, Protection from Abuse Law, and their implementing regulations.
10. Students experiencing abuse or neglect are exempt from certain measures if applying them would endanger their psychological or physical safety.
11. Schools must implement these rules accurately and objectively and are accountable for shortcomings. Failure to fulfil these duties may result in accountability under the employment discipline system or other applicable rules.
12. These rules replace previous rules and serve as the reference for conduct and attendance.



Assessment of Attendance

1. Attendance in Grades 1 and 2 is assessed qualitatively through precise, objective, evidence-based statements describing the student's attendance.
2. From Grade 3 through the final year of secondary school, attendance is allocated 100 marks during the academic year, with a relative weighting equivalent to five lessons per week. It contributes to the term academic average.
3. If unexcused absence exceeds 10% during the academic year, elementary and intermediate students are denied promotion to the following year, and secondary students are denied progression to the following term.
4. School administration enters absences daily in approved platforms, including Noor and Madrasati.
5. Students or parents or guardians must submit excuses to school administration with supporting evidence within the prescribed period.
6. The deadline is three working days after the absence. Where there is an acceptable justification, an excuse may be accepted after this deadline, provided submission is within ten working days. The principal may extend acceptance until the end of the term where justified, with supporting evidence uploaded to Noor.
7. School administration assesses absence daily. If it is not accepted as excused, one attendance mark is deducted for each unexcused school day.
8. Attendance marks appear in a dedicated field on elementary, intermediate, and secondary report cards and contribute to the term academic average. This field is an integral part of the school transcript.

Acceptable Reasons for Absence or Leave

Supporting evidence is required for the following cases.

No	Reason	Required evidence
1	Sick leave	Sick leave report from Sehhaty.
2	Hospital or health centre appointment	Appointment attendance notification from Sehhaty.
3	A disaster, such as a fire	Confirmation from Civil Defence.
4	Death of a relative up to the third degree of kinship	Death certificate.
5	Accompanying a first-degree relative for medical care	Accompanying-person notification.
6	Accompanying a relative up to the third degree for medical care	Accompanying-person notification.
7	Visiting an official authority	Attendance notification.
8	Accompanying a first-degree relative to an official authority	Attendance notification.
9	Participation in local or international competitions	Proof of participation.
10	Other health circumstances, including psychological conditions and chronic illnesses. School administration assesses the student's circumstances and whether absence may be excused.	Medical report.
11	Circumstances recognised by child protection laws and regulations	As prescribed by the applicable laws and regulations.

Procedures for Repeated Absence

Repeated Excused Absence

The following procedures apply whether the days of absence are consecutive or separate.

Absence threshold	Measures taken
On Each Day of Absence	Contact the parent or guardian on the same day by text message or telephone to establish the reason.
At Three Days	Refer the student to the counsellor for appropriate support and educational services, including a learning plan for absence days, and assess the case if necessary.
At Five Days	- Invite the parent or guardian to an in-person meeting and explain the consequences of the child's absence. - Review the educational support and intervention plan and update it according to the case. - If the parent or guardian does not follow the learning plan for absence days, refer the student to the Student Guidance Committee and arrange an awareness session with the parent or guardian to emphasise the importance of educational and intervention plans.
At Ten Days	- If neglect is suspected, contact the competent authorities regarding application of the Child Protection Law, Protection from Abuse Law and their implementing regulations, and notify the Education Department. - Take the required statutory measures and coordinate and follow up with the relevant authorities on referred cases. Educational services must continue without interruption throughout these procedures.

Repeated Unexcused Absence

Absence threshold	Measures taken
On Each Day of Absence	Contact the parent or guardian on the same day by text message or telephone to establish the reason.
At Three Days	- Refer the student to the counsellor for assessment and appropriate educational support. - If absence continues, invite the parent or guardian to an in-person meeting to explain the consequences, assess and update the support and intervention plan, and obtain written undertakings from the student and parent or guardian to follow the plan. - Continue educational support and monitoring. If the absence is consecutive for three days or more, contact the competent authorities regarding application of the Child Protection Law, Protection from Abuse Law and their implementing regulations.
At Five Days	- Invite the parent or guardian to discuss the reasons for absence. - Refer the student to the Student Guidance Committee and hold a meeting to review and update the educational and intervention plan. - Continue support and monitoring. - Warn the parent or guardian of the consequences of continued absence.
At Ten Days	- Contact the competent authorities regarding application of the Child Protection Law, Protection from Abuse Law and their implementing regulations, and notify the Education Department. - Follow up and coordinate with those authorities after taking the required statutory measures concerning referred cases. Educational services must continue without interruption throughout these procedures.



Appendix: Attendance During Distance Learning

Distance learning is important for students' acquisition of essential subject knowledge and skills.

Attendance is a fundamental part of this process. Parents play an important and active role in preparing a suitable home learning environment.

Students are expected to prepare their materials and mobile device or computer sufficiently before the lesson starts. They are also expected to use their camera and microphone to interact with the teacher and classmates.

Documented lateness and absence are recorded according to the main attendance policy. Lateness or absence from online lessons without a documented excuse is calculated as follows.

General Rules

- Attendance is calculated by lesson rather than by day.
- A student arriving more than halfway through the lesson is considered absent from that lesson.
- A student who joins with the camera and microphone off and does not respond to or interact with the teacher is considered absent.

Kindergarten

- Every 18 cases of lateness to lessons count as one day of absence without a documented excuse.
- Every 9 missed lessons, including separate lessons, count as one day of absence without a documented excuse.

Elementary Grades 1 to 5

- Every 14 instances of lateness to lessons count as one day of absence without a documented excuse.
- Every 7 missed lessons, including separate lessons, count as one day of absence without a documented excuse.

***Excuses for absence or lateness must be sent to the attendance Muraqib email addresses for the relevant school level.**