



Dar es Salaam International Academy

SCHOOL • HOME • COMMUNITY

DIA PYP Behaviour Policy

July 2017



**Dar es Salaam
International Academy**

School . Home . Community

September 4th, 2017

Dear Parents/Guardians,

Re: Primary Years Programme (PYP) Behavior Policy 2017/2018

In order to ensure your child, and all students in our school are safe and that there is an orderly learning environment, we are using the following Behavior Policy in the DIA PYP Department. It is in your child's best interest that we (parents/guardians, students and staff) work together in order for them to have a successful educational career here at DIA.

During the first few days of school, we will spend quite a bit of time sharing the rules and responsibilities of a DIA student and explaining the Behavior Policy. Teachers will discuss behavior and consequences with their students at an age appropriate level.

Within the PYP each respective class (class teacher and students) will collaboratively create a unique Behavior Agreement. Responsibilities and consequences for the class will be decided and agreed upon together and positive reinforcement strategies will be put into place rewarding good behavior. These agreements will be shared with stand alone subject teachers in order for consistency.

Please sign and return this page to show you have also reviewed the policy with your child and understand the rules and responsibilities of students, faculty and parents/guardians at DIA by Friday, September 8th 2017.

Please keep the PYP Behavior Policy for future reference.

Sincerely,

Ms. Tini Bennett
Head of School

Ms. Fawzya Hirji
PYP Coordinator



Please sign and return this slip by Friday, September 8th 2017

1. As parent(s)/guardian(s) of DIA student(s) I have read and understood the PYP/ MYP/DP Behavior Policy
2. I/We have explained and discussed the behavior expectations with my child/ren
3. I/We understand that infringements to any of the rules stipulated within this Behavior Policy may result in consequences.
4. I/We will work alongside the school in order to implement this policy in an open and honest manner

Student (s) Names (s): _____

Parent/Guardian Name & Signature _____

Date (dd/mm/yy) _____

PYP Behavior Policy 2017-2018

Revised June 2017

At DIA, we believe that regular, positive reinforcement and communication between parents/guardians and the school are important factors in preventing students from behavior infractions. Class Behavior Agreements will be based on positive reinforcement strategies, after which there are consequences that apply for a student who continues to not follow class and school agreements/rules.

Having said this, Dar es Salaam International Academy is a place of learning, and students must be aware of the rights of others to study and work. Our expectations of appropriate behavior are easy and clear. We believe that all students, teachers and parents/guardians work together to create and maintain a safe and supportive environment that promotes teaching and learning.

1. Objectives of the Policy

- To develop school culture within which responsibility and positive relationships can thrive
- To enable students to develop a sense of self-worth, respect and tolerance for others
- To create an environment in which students feel safe, secure and valued

When is the Policy Implemented?

Whenever and wherever the school is responsible for the conduct and welfare of its students

Who is Responsible for the Policy?

All stakeholders of Dar es Salaam International Academy, inclusive of the Board of Directors, Parents/Guardians, Staff and Students

This policy should be read in conjunction with DIA's:

- Bullying Policy
- Child Protection Policy

- Academic Honesty Policy
- Homework Policy
- Special Educational Needs Policy (if applicable to your child/ren)
- PYP@DIA Handbook

All of the above policies can be found on the DIA Website Parent/Guardian Portal or can be requested via email from the PYP Coordinator.

2. Implementation

I. Curriculum and Learning

The Primary Years Programme incorporates the development of strong personal values with the notion of responsibility. The IB Learner Profile (appendix 1), which is fundamental to the PYP, provides the philosophical framework for our behavior policy, aiming to develop internationally minded people who, recognizing our common humanity and shared guardianship of the planet, help to create a better, more peaceful world.

At DIA we believe an appropriately balanced curriculum and effective learning contribute to positive behavior. Differentiation of planning for the needs of individual students, the active involvement of students in their own learning, and structured feedback on progress and attainment all help prevent alienation and disaffection which can often be the direct cause of poor behavior in schools.

II. Classroom Management and Pedagogy

We believe classroom management and pedagogical approaches have a fundamental influence on promoting positive behavior. Our classroom environments are designed to convey a clear message to the students about the extent to which their learning is valued. Teachers will use the Behavior Agreements to deal with low-level disruptive behavior within the classroom. If a student does not respond to these strategies the offense will be logged and the student will face the consequences in section 4 below.

3. Expectations

Teachers are expected to:

- Provide a caring and effective learning environment
- Play an active part in building up a sense of community

and themselves attempt to model the IB Learner Profile.

- Be alert to signs of bullying and harassment and deal firmly with such problems, in line with school policies.
- Deal sensitively with students in distress, listen to them and deal with any incident appropriately.
- Support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties.
- Create Behavior Agreements with their students at the beginning of the academic year, where rules and consequences within the class are mutually agreed upon and shared with parents/guardians. School wide consequences chart is displayed below.
- Inform reception as well as the Head of School if any planned absences have been communicated by a parent/guardian.

Parents/Guardians are expected to:

- Read through the behaviour policy with their child(ren)
- Reinforce the DIA PYP Behaviour Policy
- Communicate with their child(ren)'s teacher(s) on a regular basis
- Play an active part in building up a sense of community and attempt to model the IB Learner Profile
- Be alert to signs of bullying and harassment/prejudice and notify the Head of School if seen
- ALL absences and lates must be explained by letter or e-mail notification from the parent(s) / guardian(s)
- If an absence is planned in advance for up to two (2) days, parents/guardians should email their child's Class Teacher stipulating the reasons and the number of days that will be missed. Students should seek to catch up on the work missed on their own initiative
- If an absence is planned in advance for three (3) or more days, parents/guardians should email the Head of School and the PYP Coordinator stipulating the reasons and the number of days that will be missed
- Notify the reception if running late to pick up their

child, this is inclusive of drivers and nannies being late

- If a parent/guardian needs to pick up their child/ren earlier for any reason, please inform their Class Teacher and administration in advance so the appropriate gate pass can be issued

4. PYP Rules and Expectations

The PYP school rules are designed to make clear to students how they can achieve acceptable standards of behavior.

I. Behavior:

Students must listen to and respect all adults on campus, as well as when on school initiated off campus trips. This is inclusive of support staff, administrative staff, canteen staff as well as volunteer teachers/interns, presenters, study tour/field trip leaders or other guests, following all instructions – whether in class, on breaks or on school initiated off campus trips.

Students must also show respect for fellow students in all their conduct and speech.

II. Respect for Property:

Students must respect school and student property. This includes eating in designated areas only and cleaning up after themselves. There is to be no eating or drinking inside academic buildings (Water in a closed container is the only exception). The exception here is on rainy days, where students are to remain inside the school. Respect for property includes using electronics (including ICT related resources), in-class resources, library, and science lab resources in a responsible manner as outlined by the school.

III. Homework and Class Preparation:

Students must complete all homework assignments by the due date given by the teacher. They must arrive for class with homework and the necessary materials to participate in the class that day. If students have a legitimate reason for not being able to complete homework, they need to have a note or e-mail from their parent/guardian to explain.

IV. Presence and Punctuality:

- Students must arrive at homeroom class no later than 7.35 am they will be considered late after this time. Reception calls if and when child is late and parents are contacted over repeated lateness, as this affects learning within the classroom.
- Students must also transfer from one class to the next promptly
- If a student attends school, but is not able to participate in Performing Arts, PE or Swimming activities, a letter from a parent/guardian is required in order to explain the reasons
- Students who miss more than twenty (20) days of class in an academic year are at risk of not meeting grade level expectations. This could jeopardize promotion to the next grade. Special circumstances, such as medical situations with supporting documents, or extended family leave, can be considered. Whether or not the teacher's feel that a student in this situation can continue to cope with the curriculum will also affect the decision.

NB: Parents/Guardians will receive notice if their child is absent via Managebac. Continuous absences will result in a reminder from Administration. Absences in excess will result in a meeting being conducted between the parents/guardians and the Head of School.

- Students must be picked up by 2.35pm daily and at 1.15pm on Tuesdays (unless participating in an activity).

Security Note:

- All Parents/Guardians/Drivers/Nannies must enter the campus in order to wait to pick up their child/ren ONLY if they are wearing their DIA Pick Up Pass
- No one will be given access to the DIA Campus without their DIA Pick Up Pass
- Students will not be allowed to exit the campus during school hours without a gate pass, which can be obtained from administration

V. Uniform:

Students are required to be in school uniform at all times, unless specific communication on special days has been given by the school in

advance. Students are required to always be in appropriate footwear (no plastic sandals/flip flops, no high heels/wedges, no open back shoes).

- PYP students may come to school in their PE uniforms on days they have this lesson
- All school uniforms must be school issued from the school uniform supplier
- Under coverings and scarves worn for religious purposes must be solid, neutral colors that match the school color scheme
- Over garments, worn in cool weather should be neutral colors that match the school color scheme
- PE Kit – school issued shorts or trousers, DIA t-shirt, sports shoes
- All uniforms must fit properly, be clean, free of stains, writing or tears.
- Students should wear appropriate footwear (dress sandals are fine, no plastic sandals, no high heels)

VI. Electronics:

PYP students are NOT allowed to bring any electronics onto school campus. Any items found with a student will immediately be confiscated. Exceptions are made for Assisted Learning Devices and a waiver is then signed by parents after discussion with the teacher and coordinator.

VII. Breaks & Lunch times

During breaks and lunch times, it is important for our students to remember to put safety first and adhere to **DIA's Golden Rules** and the **Playground Agreement**.

The Golden Rules are:

- Respect yourself and others
- Walk quietly
- Respect school property
- Be a good communicator
- Take care of your environment

The Playground Agreement is as follows:

- Play safely together
- Take turns
- No jumping off the swings

- No walking near or behind the swings and respect barriers
- Only going down the slide
- Swing with backs to the fence
- Keep the playground clean

When a rule is broken during recess/lunch and is considered a moderate offence:

- Student is told to have a Time-out. 5mins for KG and 1min added to each grade level. (G1: 6mins; G2: 7mins; G3: 8mins; G4: 9mins; G5: 10mins)

When rule is broken during recess/lunch and is considered a major offence or 0-tolerance offence:

- An incident form is filled out immediately and taken to the Coordinator. The teacher who witnessed the incident will fill out this form. The form (not the child) is taken to the Coordinator and the Coordinator will be evaluating the incident and deem if it is a minor offence or a major offence (see below). Teacher submitting the incident form will be informed (with the hour) via email if this is deemed to be a major or minor incident. Teachers will implement all consequences for minor offences. If the Coordinator deems this to be a major offence, she will determine consequences (including, but not limited to suspension/ expulsion) with the HOS.

4. Consequences

Students are expected to follow all rules as listed above, in all classes, activities, and field trips/study tours (some rules may not apply on all field trips/study tours, such as uniform), as well as the Behavior Agreements in-class. Failure to do so will result in consequences. All consequences will depend on the severity of the offense, as well as the behavior history of the student in question. See Figure 1 in the appendix.

NB: DIA reserves the right to determine whether an offense is considered minor or more serious and has the authority to determine the appropriate consequence.

For minor offenses, consequences could include the below:

- A direct action related to the offense (ie. picking up trash that was left on ground, apologizing for showing

disrespect, etc..)

- A discussion with the teacher
- A discussion with the Coordinator, if necessary
- A written reflection on the factors contributing to the incident
- Development of an action plan to prevent further related issues
- Detention* (only applicable to Upper PYP but can be considered for LPYP if deemed appropriate)
- Email to Parent/Guardian from the teacher

*Detention: All detentions will be served on the day of or the day immediately following an offense (unless it is a Coordinators detention which is on a Friday), in order to be a timely and meaningful consequence. The school administration will call home by 12:30pm, to inform parents/guardians if their child needs to sit a detention. Detentions will be for either one half hour or fifteen (15 minutes) in duration and will be supervised by a PYP teacher. If parents/guardians would like to discuss the reason for detention further parents/guardians can contact the specific teacher for further details.

What are minor offences?

Common minor offenses to be logged on the behavior log -

1. Running around school property (up and down the stairs, in the halls, around the pool, outside of the library and tennis courts).
2. Rough housing (ie. swinging bags to hit peers, tripping, pushing, putting hands in someone else's personal space).
3. Not being in correct uniform (this includes flip flops instead of close toed shoes, taking shoes off at breaks and lunches if teacher has not instructed to do so. PE vs white uniform).
4. Using school facilities outside of classes and activities (playing on the field or court after school etc.).

5. Inappropriate tone of language - specifically when speaking to drivers, canteen staff and school support staff.

6. Not cleaning up after themselves in the canteen.

7. Not eating and drinking in appropriate places (eating on the field/ court etc.).

8. Not respecting school property (breaking pencils, drawing on tables etc.).

9. Truancy

10. Bringing electronic devices to school

For more serious offenses, consequences could include the below:

- * Coordinator's detention for ongoing issues
- Panel discussion with Head of School and Parents/ Guardians
- Students may be disallowed from participating in school activities, including Field Trips/Study Tours (even if payment already collected)
- Parental/Guardian payment for damages (if destruction of property)
- Suspension
- Expulsion

The PYP Coordinator will keep and monitor a record of all offenses per student in order to identify repeat offenses in any particular category and address issues as they arise. Three offenses in any similar-type offense will warrant further intervention

5. Zero Tolerance

DIA has zero tolerance for:

- Substance abuse (cigarettes, drugs, alcohol)
- Theft
- Violence
- Bullying (including cyber bullying)
- Vandalism
- Accessing inappropriate content via the Internet or any other sources
- Bringing "weapon-like" toys on campus

An incident form is filled out immediately and taken to the Coordinator. The teacher who witnessed the incident will fill out this form. The form (not the child) is taken to the Coordinator and the Coordinator will be

evaluating the incident and deem if it is a minor offence or a major offence (see below). Teacher submitting the incident form will be informed (with the hour) via email if this is deemed to be a major or minor incident. Teachers will implement all consequences for minor offences. If the Coordinator deems this to be a major offence, she will determine consequences (including, but not limited to suspension/ expulsion) with the HOS.

6. Academic Honesty

In order to prepare PYP students for MYP, Academic Honesty will be taught throughout the grade levels. Upper PYP students will receive weekly "Research classes" that support academic honesty and teach students appropriate research and citation skills.

Please refer to the Academic Honesty Policy for more details.

**Note that all suspensions, expulsions, 0-Tolerance offences will be recorded on student official reports.

7. Rewards and positive reinforcement

At DIA, we believe that regular, positive reinforcement and communication between parents/guardians and the school are important factors in preventing students from behavior infractions.

Class Behavior Agreements will be based on positive reinforcement strategies, after which there are consequences that apply for a student who continues to not follow class and school agreements/rules.

8. Students who require additional support

This section refers to students with the following circumstances:

- Needs relating to being gifted and talented
- Specific learning differences
- Speech and language difficulties
- Social, emotional and behavioral needs
- Physical, sensory and medical conditions

- Mental health conditions
- Students who are struggling with an aspect in the curriculum
- General learning difficulties

DIA believes in encouraging and supporting all students to achieve their best. We understand that “bad behavior” may occur as a result of students not being sufficiently challenged by the curriculum, being overwhelmed by the curriculum, lacking self esteem leading to low motivation, attempting to hide learning difficulties, frustration, attentional difficulties and mental health difficulties.

Teachers will have slightly different expectations of students depending on their needs and abilities and more tolerance of some issues can be expected depending on the needs of the student. The Head of Student Services will advise teachers on reasonable expectations and supportive consequences for a student with diagnosed or suspected Special Educational Need (SEN), and other students who require additional support.

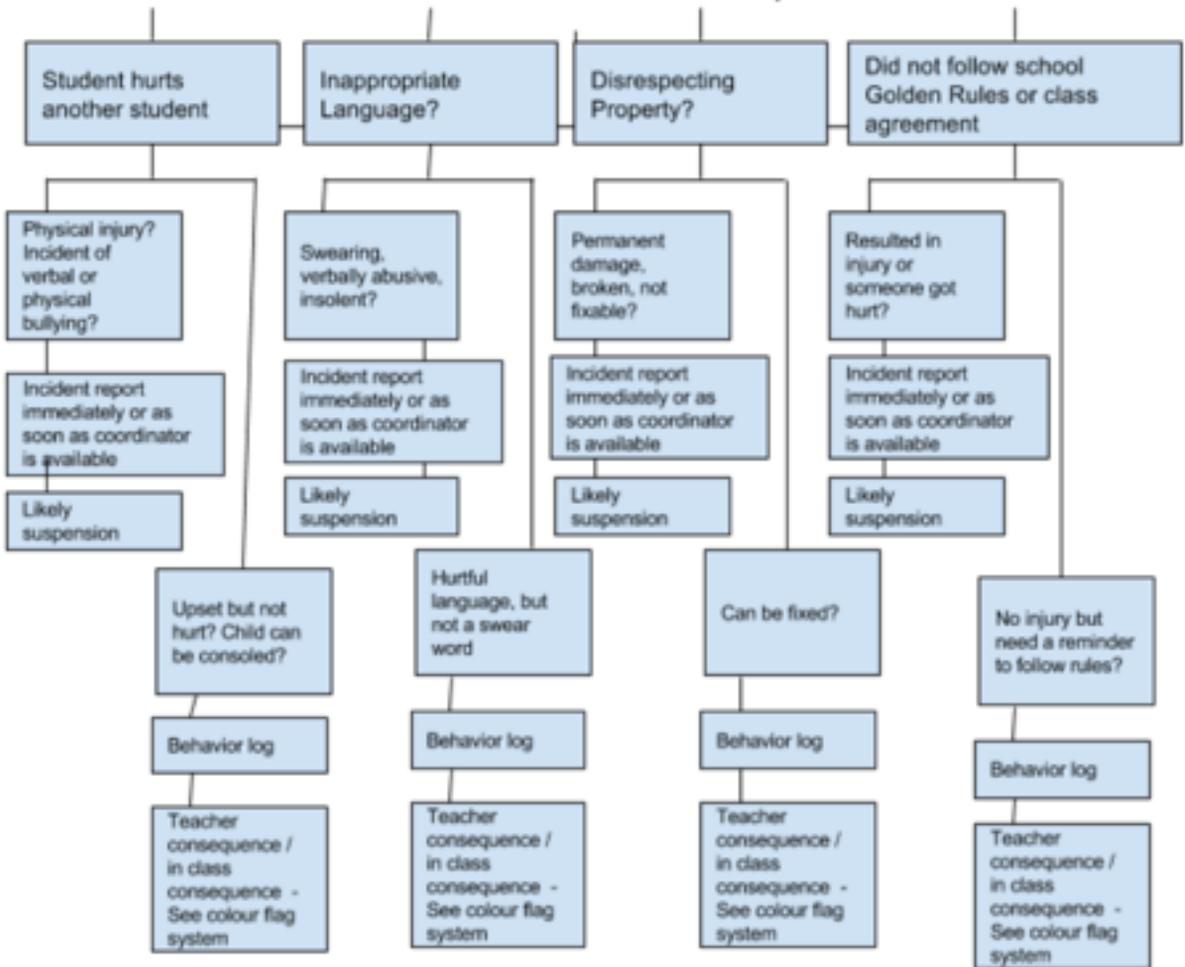
In order to maintain motivation, and limit behavior issues, subject teachers who have concerns about a student in their class must inform the Head of Student Services using the guidelines stipulated within the Special Educational Needs Policy.

(Refer to the Student Services Policy 2016/17 for further information, if applicable)

END

*This policy is reviewed on an annual basis.

Appendix 1: Flow Chart of Actions/Consequences



What happens when behaviour is repeated on the behaviour log?

LPYP

- 3 times - Teacher mediated and e-mail parents
- 6 times - Student and teacher go to the coordinator
- 9 times - Detention with the counselor, e-mail parents, Behaviour contract created

UPYP

- 3 times - Detention with the school counselor - parents are contacted
- 6 times - Coordinator meets with counselor and parents and/or subject teachers. Behavior contract created with the involvement of class teacher
- 9 times - HOS calls the parents to discuss suspension/expulsion/conditional acceptance outside of counseling. Teachers (including subject teachers) are copied into formal communication (suspension letter, conditional acceptance letter, etc.)

Appendix 2: IB Learner Profile

IB Learner Profile

"The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world." (IB Learner Profile, 2007).

The learner profile runs across all 3 IB programmes (PYP, MYP and DP). It promotes attitudes and characteristics in students that develop international-mindedness. The learner profile provides long-term vision for education and is a set of ideals that can inspire, motivate and focus the work of the entire school community- students, teachers, administrators and parents, uniting them in a common purpose.

IB learners strive to be:

Inquirers - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable -They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators - They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded - They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring - They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced - They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective - They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

(IB Learner Profile, 2007)