



**Dar es Salaam  
International Academy**

School . Home . Community

Monday, September 4th 2017

Dear Parents/Guardians,

**Re: DIA Secondary School Behavior Policy 2017/18**

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 Secondary 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.

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 Behavior Policy for future reference.

Sincerely,

Ms. Tini Bennet

Head of School

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

As parent(s)/guardian(s) of DIA student(s) I have read and understood the Secondary Behavior Policy I/We have explained and discussed the behavior expectations with my child/ren

I/We understand that infringements to any of the rules stipulated within this Behavior Policy may result in consequences.

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 Full Name & Signature:

Date (dd/mm/yy): \_\_\_\_\_



# Dar es Salaam International Academy

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DIA Secondary Behaviour Policy

July 2017

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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.

### **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
- IT Lab Rules
- Science Lab Rules
- Special Educational Needs Policy (if applicable to your child/ren)
- MYP/DP @DIA Handbook
- Counselling Policy

All of the above policies can be found on the DIA Website or can be requested via email from the MYP/DP Coordinator.

## **Implementation**

### **a) Curriculum and Learning**

The Middle Years Programme and the Diploma Programme incorporates the development of strong personal values with the notion of responsibility. The IB Learner Profile (see appendix), which is fundamental to the MYP and DP, 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." (IBO Learner Profile, 2007)

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.

### **b) 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 strategies to deal with low-level disruptive behavior within the classroom. If a student does not respond to these strategies the offense will be recorded in the behaviour log and the student will face the consequences in section 4 below.

## Expectations

### a) 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;
- Inform reception as well as the Head of School if any planned absences have been communicated by a parent/guardian;
- Upload all homework assignments, relevant instructions and guidelines on ManageBac in a timely manner;
- If requesting an electronic item be brought in for class purposes, ensure the student has an appropriate waiver form;
- Contact the Head of Student Services for any students they feel has behavioral challenges due to a Special Educational need;

### Parents/Guardians are expected to:

- Read through the Behavior policy with their child(ren);
- Reinforce the DIA Secondary Behavior 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 Grade Leader 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 MYP/DP 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 the receptionist at the secondary school in advance so the appropriate gate pass can be issued;

## Secondary Rules and Expectations

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

### a) 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.

### **b) 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) except during rainy days. 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.

### **c) 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.

### **d) Presence and Punctuality:**

- Students must arrive at homeroom class no later than 8:15am they will be considered late after this time;
- 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 jeopardise 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 3.15pm(MYP) and 4.00pm(DP) daily and at 1.05pm on Tuesdays (unless participating in an activity)

### **Security Note:**

Parents/Guardians/Drivers may enter the campus 5 minutes before the stipulated pick up time in order to wait to pick up their child/ren ONLY if they are wearing their DIA Pick Up Pass

### **Pick Up Pass**

- No one will be given access to the DIA Campus without their DIA Pick Up Pass and/or appropriate ID.
- If a parent/guardian needs to pick up their child/ren earlier for any reason, please inform their homeroom Grade Leader and administration in advance so the appropriate gate pass can be issued.
- Students will not be allowed to exit the campus during school hours without a gate pass, which can be obtained from administration
- Students allowed to go home by themselves are required to apply for a gate pass through their parents via email.

### **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 change into their PE / dance kits at the beginning of class, and then shower and change back into their class uniform at the end of class;
- Students are required to always be in appropriate footwear (no plastic sandals/flip flops, no tights, no high heels/wedges, no open back shoes);
- 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 must be neutral colors that match the school color scheme;
- PE Kit – school issued shorts or trousers, DIA t-shirt, sports shoes;
- Dance kit - modest clothing that allows for flexibility and full range of motion, bare feet (students may also choose to wear PE kit minus shoes for dance);
- All uniforms must fit properly (not too tight or too loose), be clean, free of stains, writing or tears;

### **Electronics:**

Electronics of any kind can only be brought onto if approved by completing a waiver form -( see appendix). If a teacher is specifically requesting for class purposes a student bring in an electronic item, for those who do not yet have a waiver form, parents/guardians will be requested to complete one.

Laptops are only to be used with teacher supervision and are only to be used for class-related assignments. Personal modems are NOT allowed at school.

They are only meant to be used for class-related assignments. Personal modems are NOT allowed at school. If mobile phones are brought to school, they will be collected in the morning and redistributed at home time. If students are found with mobile phones or unapproved electronics in class, they will be confiscated.

### **Security Note:**

Secondary students allowed to bring in electronics MUST be careful to store these securely in their lockers when they are not in use. Students MUST have a lock for their locker before bringing in their device(s). Students who continuously do not look after their belongings will have them confiscated.

### **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). 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.

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.)
  - If students come in late (after 8.15am) they will be required to stay an extra 15 minutes at the end of the day or at break/lunch
  - 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\*

- Email to Parent/Guardian
- Digital citizenship infringements.

\*Detention: All detentions will be served on the day of or the day immediately following an offense (unless a Coordinator’s detention, which are conducted on 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 hour or one half hour in duration and will be supervised by a teacher. If parents/guardians would like to discuss the reason for detention further parents/guardians can contact the specific teacher for further details.

For more serious offenses, consequences could include the below:

- Coordinator’s detention for on-going issues, or non-submission of summative assessments
- 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)
- Serious offences like plagiarism may be reported within the official school report.
- Parental/Guardian payment for damages (if destruction of property)
- Suspension/internal suspension
- Expulsion

The Deputy 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 and the Head of School will be involved.

## Zero - Tolerance

DIA has zero tolerance for:

- 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

Any student suspected of such offense will be sent directly to the Coordinator and the consequences will be decided upon on a case-by-case basis, but may result in suspension or expulsion dependent on severity. An incident form will be filled in such cases and will be put on a student’s report.

## Copying and Plagiarism

This issue is taken very seriously at DIA, and will not be tolerated. Offenses will be accumulated throughout the academic year, and apply in all subjects. An offense in a subject different than the first offense is a second offense. In all cases, parents will be informed. Please refer to the Academic Honesty Policy for the details of consequences for each offence of copying or plagiarizing.

\*\*Note that all suspensions, expulsions, zero-Tolerance offences and severe cases of copying and plagiarism (including any instances of copying in exam situations) will be recorded on student official reports.



## 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.

### a) Student of the Month Program

The Secondary teaching team chooses the Student of the Month. The student usually has demonstrated one or more Learner Profile attributes. Students receive a certificate in assembly and a reward. Runners up nominees receive Commendation Certificates.

### b) Mindfulness/ATL/Learner profile award

The Secondary teaching team chooses the Student for this award every week. The student usually has demonstrated one or more Learner Profile attributes, mindfulness or ATL skills. Students receive a certificate in assembly and a reward. Runners up nominees receive Commendation Certificates.

### c) Student Shout Out Board

There is a notice board where students and teachers can celebrate each other by writing out positive reasons for why students should be recognized. This is visible and has been highly effective. The Librarian will be responsible for the upkeep.

## 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

- Students who join late (eg. second term) in the year
- 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, attention 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 Special Educational Needs Policy 2017/18 for further information, if applicable)

## DIA Electronics Waiver Form

I give permission for my child, \_\_\_\_\_; in Grade \_\_\_\_\_ to bring his/her laptop / iPod / iPad / tablet / camera / mobile phone to school.

I understand that although every precaution will be taken to ensure the safety of my child's personal property, DIA will not accept responsibility for any unforeseen damage/theft that occurs. Students are responsible for ensuring their devices are secure when not in use.

### Personal Electronics Rules/Regulations:

Students bringing their personal electronic devices to school must ensure they are stored away in a safe place (their lockers) when not in use.

Students are responsible for the safety of their personal electronic devices in and outside the classroom.

Students may not utilize their personal electronic devices to view or listen to inappropriate or unsuitable content and/or websites and/or to download/stream movies, music, etc.

Students must register their laptop / iPad / tablet with the Head of I.T (Mr. Gurvinder) who will implement an I.P address for their device and assist to setup the Internet on it.

Mr. Gurvinder will send home this waiver form to be returned to the school before students are allowed to bring in their electronic devices.

Students must abide by the subject teachers rules within each respective subject and put away their electronic device(s) if they are not allowed to use them within a specific class or subject.

Students must switch off their mobile phones during registration every morning, they are not allowed to use their mobile phones in class or during the school day, unless been given specific instructions by a teacher.


### Consequences:

Students found bringing electronic devices to school without having registered them or without a waiver form, will have their devices confiscated for the remainder of the school day and must take them home until the necessary steps have been completed. Students found accessing inappropriate or unsuitable content or websites and/or downloading/streaming for personal use will have their devices confiscated, parents/guardians will be notified and may not be allowed to bring their devices to school for the remainder of the academic year.

Students who continuously fail to lock away or secure their electronic devices will have them confiscated.

Please sign below and submit this waiver form to Mr. Gurvinder.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



"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)