



DUBAI INTERNATIONAL ACADEMY
DREAM  INSPIRE  ACHIEVE

Diploma Program Handbook

2016-2017

This handbook provides a comprehensive overview of the Diploma Programme and outlines specific IBDP and DIA requirements.

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The Diploma Programme Core

Creativity, Activity and Service (CAS)

CAS is an integral part of the IB Diploma. Students are expected to complete their minimum CAS requirement, of 150 hours, by December of the Year 13. A separate handout explaining the aims, objectives and procedures of the CAS programme is given to students at the start of Year 12. This programme is directed and monitored by the **CAS Coordinator** in liaison with the IBDP Coordinator. Courses students who wish to participate in the programme may do so at the discretion of the CAS Coordinator. CAS time is not available in the timetable and students are expected to work on their activities during lunch, after school and over the weekends.



Theory of Knowledge (TOK)

This is compulsory for Diploma candidates and not open to Courses students. The course is an attempt to examine critically the types, nature and limitations of different ways of knowing. There are two assessment modules in this course. At the end of the first year students must investigate a real life issue and produce a presentation approved by their teacher. This is internally assessed. At the end of the second year students are required to submit to the IB an essay on one of the titles from the official list. Students must complete both assessment modules and obtain a passing grade in order to be awarded the diploma. The TOK essay is submitted at the end of January in DP 2 (Year 13).

Extended Essay (EE)

This is an in-depth study of a limited topic within a subject area. This 4000 word essay is meant to provide students the opportunity to conduct independent research at an introductory level. This is a requirement for all Diploma candidates. This essay is supervised by a teacher at the school and evaluated by an IB examiner. At DIA work on the Extended Essay begins in early part of the second semester of Year 12. All students must produce a full first draft after the summer before entry into DP 2. The essay is then finalised, checked for plagiarism and completed by the end of the first semester (December) in Year 13. Students must obtain a passing grade in order to be awarded the diploma.

1. General Information

IB Diploma Retreat

Year 12 Diploma students are taken on a weekend retreat to work on the additional components of Diploma. The retreat is a great opportunity for students to engage with the three core components (CAS, TOK and the EE) as well as some internal assessment work in an outdoor environment.

Probation

All students are on probation for the first **THREE** weeks of their Year 12 academic year. In some cases changes in courses (subject choices) or levels are suggested by the teachers, which are then discussed with the student and implemented or sometimes the student may perceive problems in one or more courses and desire a change; this is then discussed with the coordinator and the changes, **if possible**, are made. **Under no circumstances are students allowed to make changes to their schedule without prior consultation with the diploma coordinator. No change request will be considered after the probation period.** Once the probation period is over, the student's subject choices remain set for the duration of the two years of the DP.

Examinations

There are semester exams at the end of the first and second semester in Year 12(DP1) At the end of the first semester of Year 12 all students write internal examinations. These exams are intended to give students some familiarity with the IB exam format and to help the students recognise their strengths and weaknesses before they attempt the actual exams. It is at this time that predicted grades for university is decided by the subject teachers and it is therefore an important time for students to do their best. **Students must obtain 26 + points throughout Year 12 to be registered for the DP in their final Year of study**

In Year 13(DP2) the students write Mock examinations after the winter break. The final IB examinations take place in May of Year 13. These are external examinations, which have been set by the IB. About a week prior to these exams students go on study leave.

Grades and Descriptors

The IB grading system is as follows:

- 7 - Excellent
- 6 - Very Good
- 5 - Good
- 4 - Satisfactory
- 3 - Mediocre but passing
- 2 - Poor
- 1 - Very Poor

Diploma students must get a grade 4 in their HL subjects and a 3 in SL subjects with an overall score of 24(IB final grades) points as a minimum passing condition for the Diploma.

*** For a student to be registered by DIA for the DP a student must obtain 26 + points. This is applicable throughout the student's two-year journey.**

Should a student be struggling academically they will be counselled by the DPC and school college counsellor in order to make sure that their university application/s are not in jeopardy. A student needs 12 points across HL subjects (no grade of 2) and 9 points across SL subject for promotion purposes. Students who achieve below 26 points will be registered as Diploma Courses.

Study Hall and the Library

The study Hall period is to be used for quiet, individual study in the allocated room under supervision of the Study Hall teacher. Students **may not** use this time to do CAS or wander around the school. The Library may be used during Study Hall only under special circumstances. No iPods or MP3 players are permitted during study hall.

Deadlines

At the start of each year students are issued with a list of deadlines for the year. It is vital that students are fully aware of these and adhere to them. Success or failure in the IB is often a result of time management and the deadlines have been designed to enable students to get all work completed in time for submission to IB. The school sets internal deadlines for all IB coursework, CAS, TOK and Extended Essay in order to meet the IB deadlines. These are designed to help students and their teachers to effectively spread the workload and internal assessments as well as to ensure that the best work is submitted for assessment. Non-adherence to deadlines can result in serious penalties, sometimes even the loss of a grade. Diploma students who do not conform to deadlines run the risk of being withdrawn from the programme.

Attendance and Punctuality

IB students are expected to fulfill the attendance requirements and number of study hours as stipulated by the Ministry of Education and the IB examination board; 240 hours for HL subjects, 150 hours for SL subjects and 100 hours for TOK. Failure to meet these requirements will jeopardize promotion to Year 13 as well as entry for the final IB examinations.

There are no free periods and all students are required to attend all classes, including Study Hall, as per their timetable. Students must ensure that they reach all classes on time as per the timetable.

Early Departure

In exceptional circumstances students are allowed to leave school before the end of the day. Students who need to leave early must bring a note from their parent or have the parent contact the school secretary and get the 'Early Departure' form signed. This signed form must be presented to the security guard on duty before leaving the school premises.

Parent/Teacher Conferences

These are held twice a year and are vital to your success in the DP programme. Advance notice will be given and students should ensure that they give their parents accurate information regarding these. Students are constantly monitored and mentored throughout the year but should there be a necessity to contact parents the DPC, HOY, CAS, TOK, EE coordinators, college counsellor or homeroom teacher will conduct this via email or telephone. It is very important for the benefit of your child to keep the channels of communication open.

2. Coordinators and DP Leaders

IBDP Coordinator –Pam Parasram

The role of the DP Coordinator is:

- to monitor each student's progress
- to conduct all major exams
- to liaise between students and teachers and teachers and parents when necessary
- to help the student complete all examination registration formalities
- to liaise between the teachers/students and the IB
- to assist the students in meeting deadlines
- to assist the student in identifying and resolving any problems, which interfere with his or her work
- to establish a relationship with each student based on mutual trust and respect, so that the student is able to consult the coordinator concerning any problem at any time

Year group assemblies are held by the Coordinator every month to discuss issues of relevance to the whole class. Occasionally students are also invited to attend individual meetings by appointments made through the form teacher. The DPC is available in the DP office (HS120) at break, lunch and after school till 3:40 pm. There is usually an open door policy for dealing with student queries/problems. If the DPC is busy or unavailable then you must leave a message in the box provided and the DPC will get back to you. If your query or concern needs a long length of time for discussion then please make an email appointment.

Heads of Year – Y12 Sean Kelly and Y13 Jeff Luce

The DP Coordinator, Heads of Year, Deputy Head Pastoral and SMT will deal with all matters concerning academics, attendance, punctuality, and uniform and discipline issues.

Home Room Teachers

The homeroom teacher is the student's daily link with the faculty. Apart from registering the students every morning the homeroom teacher will convey important information and notices. The homeroom teacher will guide you with regard to academic and social problems in the first instance.

Extended Essay Coordinator - Mrs. Reena Tikku

The Extended Essay Coordinator directs and monitors the students and supervisors during the extended essay. Mrs. Tikku has regular meetings with students, parents and advisors to inform them as to what the extended essay is and she helps facilitate the supervisors to help their students.

CAS Coordinator - Mr. Karl How

The CAS Coordinator directs and monitors the CAS programme. Mr. How will hold regular year group meetings with students and is also available for you to meet during some lunch breaks. You should see him and your CAS advisors regularly with regard to planning an effective CAS

programme. Mr. How will work closely with your CAS advisers to ensure that you are meeting all deadlines and requirements of the CAS programme.

College Counselor (Mrs. Rachana Sippy)

Will assist you with the following:

- References for university
- Information pertaining to local and overseas universities
- Assistance with college applications
- Advice regarding college/ course selection

TOK Coordinator - Mr. Sean Kelly

- Sees to it that the students have access to sufficient resources: textbooks and library resources.
- Ensures that students have opportunities for critical evaluation of their own and others' perspectives in an atmosphere of openness and tolerance.
- Ensures that culturally sensitive issues are dealt with in an analytical manner demonstrating critical thinking and respect rather than personal bias.
- Sees to it that all diploma teachers are familiar with the key requirements of TOK and are able to make links within their subject area.
- Coordinates with the TOK teachers with regards your presentation and essay as well as the meeting of all deadlines
- Coordinates the successful uploading of all your assessments onto IBIS with the DPC

Department Heads

English – Ms. Holli Robinson

Sciences – Mr. Ian Morrison

Mathematics – Mrs. Clare Wise

Humanities - Mrs. Narayani Saberi

Design Technology– Mr. Vikas Singh

ITGS, Computer Science - Mrs. Ruba Jeshi

Modern Languages – Mr. Etienne Kubler

Arabic – Mr. Reda Al Ashmawy

Islamic Studies – Hasan Elewa

Visual Arts – Mrs. Marianne O'Connell

Physical Activity – Mr. Mc Breen

3. Diploma Programme Homework Policy

Learning at home is an essential part of good education. Homework not only reinforces classroom learning, it also helps children and young people to develop skills and attitudes they need for successful lifelong learning. It also supports the development of independent learning skills, including the habits of enquiry and investigation.

Homework should be a useful and positive experience. It is to be planned as an integral part of the total curriculum and complements what is being taught in class. Homework should be an extension of the learning in the classroom. A major part of the core components of the course requires you to work independently at home.

The homework policy at DIA is based on the following principles:

- Homework tasks to be structured and their purpose explained to students
- Consistency in practices within year groups
- Homework to be given as per a regular schedule that is communicated to students and parents at the start of each year
- Homework deadlines must be met and should be marked in a timely manner
- Students should receive constructive feedback in order to help improve work

The purpose of homework is:

- To reinforce learning through further practice and application of material.
- To enrich learning through independent study, individual research and experimentation.
- Train students in planning and organizing their time
- Encourage self-discipline and responsibility for learning
- Provide evidence for assessment of students' progress and mastery of work
- Provide evidence for evaluation of teaching
- To enable students to complete assignments.
- To preview new units of study.
- Provide parents with information and opportunities for support and home-school communication.

The *type* of homework set will vary depending on grade level, the nature of the subject and the class work being undertaken at the time. Whatever the task, homework should provide the opportunity to motivate students' interest in the subject and strengthen their confidence in their ability to learn independently. Students with special talents need to be challenged with assignments, which suit their abilities, whilst the needs of the less able should be met by assignments set at an appropriate level.

At DIA we recommend that teachers set homework in line with the recommended amount of time for each year group. The following is guideline only: Year 12 and 13 students - 3 to 4 hours per night liable to increase when coming up to exams or IA (internal assessment) deadlines

Late Homework

At DIA we encourage accountability and students must adhere to deadlines and hand in their homework on time to enhance their learning and organizational skills. Failure to do so can result in detentions.

Late homework is to be dealt with as follows:

Years 12 - 13

- Late homework is recorded as late and an extension is usually given at the discretion of the teacher
- If the homework is not handed in as per the extended deadline then the work should be awarded zero and parents are informed by the teacher. Work should still be completed and brought in for review by the teacher.
- In case of persistent lateness teachers will inform the Head of Year who will contact the parents.
- In the case of this impacting the student's grades and ability to remain in the diploma programme then the DPC will contact parents.

Holiday Homework

Years 12 and 13 will work on internal assessments and other key components of the course as per their deadline schedule.

Role of Parents

Parents are advised to support their children by providing a relatively quiet and suitable place at home for homework completion. It is also helpful if parents encourage their children to complete their homework at a regular time each evening. By checking the student's personal organizer parents can monitor the amount of homework being set and then check to see if it is being completed satisfactorily.

While parents are encouraged to discuss the day's assignments with their children and to clarify terms and objectives as necessary, it is strongly discouraged for you to be involved in the actual production of the homework. The very purpose of homework as outlined in the policy is defeated if parents provide undue assistance.

Parents who believe that students are consistently spending more or less than the recommended time are asked to contact the concerned Head of Year. Suitable allowances must be made for students with second language or special needs. Any other concerns regarding the quality or quantity of homework should be directed to the Head of Year or the Diploma Coordinator

4. Assessment Policy for Years 12 and 13

The DP is a two-year programme culminating in external examinations at the end of Year 13. IB assessment criteria will be followed from the beginning of the course. Grade Boundaries are determined, by the Head of Department, to reflect the boundaries set by the IB. These boundaries vary according to the subject and are not standard across subject areas. Formal examinations are held twice during the first year; a mock exam is held mid-year in the second year (DP 2) and the external exams are held in May. All DP exams, internal and external, are conducted as per the IB regulations and requirements.

Year 12

End of Year exam

The June exams cover the whole year's work and resemble the IB exams as closely as possible.

Promotion from Year 12 to Year 13

Diploma Students

- Diploma students in Year 12 **must get a 4 or above in HL subjects (HL subjects must total to 12 and above), 3 or above in SL subjects (SL subjects must total to 9 and above), and a total of 26 points** in order to be promoted to Year 13.
- A student not achieving a grade 4 in an HL subject may drop to SL in the subject, provided the student has 4 HL subjects in order to remain in the DP
- If a student gets a failing grade **in up to two subjects**, he/she must do a re-sit exam at the end of August, prior to school starting; any student **needing 3 re-sit exams** will automatically move to Diploma Courses.
- **A grade of 3 for SL and 4 for HL and a final total of 26 points must be achieved in the re-sit exam/s to qualify for promotion.**
- Diploma students must meet all **EE, TOK, CAS** and any other curriculum deadlines.
- Diploma students not meeting the above requirements will be advised to switch to the IB Courses in at least 5 of their best subjects, including English and Math, provided they have achieved at least a grade 3 in these subjects.
- In Year 13 students are monitored very carefully and if by the end of the progress reporting period are not achieving the above prerequisites, they will automatically move to Courses before registration for May exams.
- Minimum attendance requirements for the year as per the Ministry of Education (MOE) and the IB should be met.

DP Courses

- **IB Courses** students must get a 3 or above in all SL subjects and 4 or above in HL subjects.
- If a student gets a failing grade in up to two subjects, he/she must do a re-sit exam at the end of August early September, prior to school starting (DP1).
- A grade of 3 for SL and 4 for HL must be achieved in the re-sit exam/s to qualify for promotion.
- An HL subject under a 4 may be converted to an SL subject provided a grade 3 has been achieved.
- Minimum attendance requirements for the year as per the MOE and the IB must be met. Exceptional circumstances such as hospitalisation, bereavement, etc., will be taken into

consideration.

All students are required to pass the MOE requirements in Arabic and Islamic Studies; a re-sit exam will be held for failing students before school closes in summer.

Year 13

Predicted Grades (PG) for Universities

- In Year 13, teachers are required to provide the College Counselor with PGs for university application purposes. This may happen at different times, depending on the location of the university being applied to.
- These grades are based on the Year 12 June **Exam Grades** and the teacher's overall evaluation of the student at the time of giving the predicted grade.
- PGs are realistically optimistic and should in no way compromise the professionalism of the teacher or the credibility of the school.
- Individual subject grades are not to be revealed to students. However, the total score is told to them by the Counselor in order to facilitate their university choices.
- PGs may be reviewed and revised after the Mock Exams, if applicable.

Final Exam Registrations

All Year 13 students are evaluated in October prior to registering them for the final IB examinations held in May. **In order to be registered for the Diploma, students must have:**

- Grade 4 or above in HL subjects, 3 or above in SL subjects and a total score of 26 points.
- The first draft of the Extended Essay must be completed.
- All internal deadlines for TOK/CAS/Written assignments/internal assessments must be met.

The DPC and Senior Management will review students not meeting the above requirements with regard to their exam registration. **Whilst all efforts and measures are taken to mentor and ensure the success of our students, DIA reserves the right to make the final decision on whether or not a student may be registered as a Diploma candidate.**

Mock Exams

- Students in year 13 sit full **Mock Exams** after the Winter Break.
- These exams are exactly like the IB final exams, and are graded accordingly.
- These are the last full internal examinations and directly impact the PGs for the IB.

Externally Assessed Coursework

The students are under the supervision of the teacher to produce these components independently. Each of the components are externally assessed by IB examiners.

1. Written Essay/s
2. Extended Essay
3. TOK Essay

4. Internal Assessments as per subject requirement

- Deadlines for submission of drafts and final piece/s are given to students at the start of Year 12 and Year 13.
- Students' progress is monitored and the DP/EE/TOK/CAS Coordinator, as appropriate, counsels students when necessary.
- All subject teachers keep the HOY's and DP Coordinator informed of missed deadlines on a regular basis. The first point of contact is the student as we encourage them to take responsibility for their own learning; however if we find that there is a repetition of missed deadlines then parents are alerted by the DPC or HOY.
- A student who does not submit a final EE, TOK and/or Language Essay as per the school's internal deadlines, will be required to switch to Courses.

Internally Assessed Coursework

- Deadlines for submission of drafts and final piece/s are given to students at the start of Year 12 and Year 13.
- Students' progress is monitored and the DP Coordinator/HOY/Mentor counsels students when necessary.
- The teacher will also inform the DP Coordinator who alerts parents about the missed deadlines.
- If a student has not completed the final draft as per the deadline, a previous/incomplete draft will have to be submitted. This is likely to result in a lower grade than might have been the case if a revised final draft had been submitted.
- These marks are then submitted by the teacher to the DP Coordinator who enters them into the IB data base.
- The moderation sample is selected electronically by IB and is sent to examiners for moderation.
- As the IA marks are likely to be altered in the moderation process, the marks are not disclosed to students.

Internal Assessment in Group 1 and Group 2 and TOK

- These are in the form of Oral Assessments / Written Assessments/Presentations that are held at different times over the two years.
- The teachers in liaison with the DP Coordinator schedule dates for these and students are informed.
 - a) This schedule is to be treated on par with external exam schedules.
 - b) If a student does not turn up for a scheduled oral assessment, it is viewed as a 'missed exam' and will be awarded no mark. Parents are informed via the DP Coordinator.
 - c) This will impact adversely on the final mark awarded for IA.
 - d) An assessment may be rescheduled at the discretion of the DP Coordinator and the Principal if there is satisfactory documentary evidence of extenuating circumstances.

Predicted Grades to IB

- By March DP2 teachers are required to submit Predicted Grades to the DPC for submission to IB.
- These grades are only for IB use and are not sent to universities and cannot not be revealed to

students.

- They are based on Mock Exam performance and Internal Assessment marks and will be as realistic as possible.
- These grades are used by the IB to award grades in case of extenuating circumstances during examinations.

Graduation

- In order to graduate, students must complete all courses taken and be registered for a minimum of 5 IB subjects.
- The attendance record must meet the MOE and the IB requirements.
- The Graduation ceremony is ceremonial, however, the certificate/diploma received is an accredited school leaving qualification accredited by CIS and NEASC.
- The final certificate is issued only after the final IB results are announced and carries those grades.

Final External Examination Grades

- These are awarded by the IB upon completion of the final exams.
- The results are released to students on 6th July and may be accessed on the IB website using a PIN code that is given to each candidate.
- The Diploma or Certificate for Diploma Courses, as the case may be, is awarded by the IB.
- In case a student gets a lower grade than expected, the student may make an appeal for a re-evaluation which is called an Enquiry upon result (EuR)
- Students may opt to take re-sit exams in November/the next May in order to improve results.

Results to Universities Service

- Students may apply to have their results sent directly to universities of their choice;
- This process is the sole responsibility of the student who will directly apply to IB for this service
- The DPC will send all information regarding the process for this service.

5. Language Policy for the Diploma

At DIA, English is the working language of the DP and the medium of instruction. All subjects other than languages are taught in English. Students write their Extended Essay (EE) in English unless the EE is in a Group 1 or Group 2 other than English. TOK Internal and External Assessments are presented in English. All CAS paperwork must be completed in English.

Students in Year 12 must have proven ability in English to be able to handle the aforementioned requirements. Students in Year 11 moving into Year 12 must obtain a grade 4 in MYP English in order to be promoted. New students must pass the entrance test in English. Formal ESL support is not provided in Years 12 and 13.

Group 1 – Language A

At present, the school offers only English A – Literature and Language and Literature courses at HL and SL as ‘taught’ courses. In order to be enrolled in the above, a student should be able to demonstrate adequate fluency in the language and competency in literary analysis, which would be measured as follows:

- Grade 5+ or above in English at the end of Year 11 for entry to HL
- Grade 4 or above in English at the end of Year 11 for entry to SL

For students entering DIA in Year 12, this would be measured by performance in the entrance test and a personal interview.

A student may take a mother-tongue Language A - Literature SL as a **school supported self-taught** course under the following conditions:

- Linguistic fluency in the language, as well as proven background of the study of literature of the language (national curriculum of the country in secondary school) (at least up to Year 9 level).
- Regular access to a qualified private tutor, who would be reimbursed by the parent;
- A clear understanding of the role and responsibilities of the student and the school as outlined by the Self Taught Languages Coordinator.
- A commitment to adhere to the timeline and deadlines for submission of work as imposed by the school.
- A full list of works to be studied (from the approved lists) submitted to the school by the end of September of Year 12.

Group 2 – Languages B, Ab Initio

The school makes decisions regarding which languages and levels are offered, languages in Group 2 may not be offered as self-taught courses.

Language B HL/SL – May be taken by a student who:

- Has adequate fluency in the language - which would usually be a result of 3 or more years of study of the language.
- The above would be measured on performance in the end of year exam in Year 11, or a selection test. The level at which the language would be studied would be determined through

the above assessment.

- Our current Year 11 students will sit an entrance test, which is the same one as their end of year exam. New students and students in the foundation class who are interested in trying out for SL will also be required to sit an entrance test.
- Whether the student is eligible for the SL or HL level course is on recommendation of the teacher/HOD.

Language *ab initio* - *This is a fast-track course open to a student who:*

- Has no more than phases 1 or 2 experience of learning the language.
- Has studied the language previously, but has had a gap of 3 or more years since the last period of study (not in Years 9 – 11).
- Is not the mother-tongue of either parent, regardless of which country has issued their passport.

6. DIA Code of Conduct and Behavioural Expectations

Rights and Responsibilities

Every member of the DIA community has rights and responsibilities that enable members of the community to coexist and to realise his or her goals. It is through mutual acceptance of responsibilities that rights exist. A right exists only to the extent that there is a responsibility on the part of others to respect that right. Based on this view, DIA holds the following to be true:

a) EVERY STUDENT HAS A RIGHT to quality education

b) EVERY STUDENT HAS A RESPONSIBILITY to:

- take appropriate materials to class
- complete and submit assignments on time
- give every task his/her best effort

a) EVERY STUDENT HAS A RIGHT to a positive learning environment

b) EVERY STUDENT HAS A RESPONSIBILITY to follow class rules by:

- being seated by the time class starts
- listening attentively
- following directions
- giving others an opportunity to learn
- remaining in class until dismissed by the teacher
- moving through the buildings in an orderly, quiet and safe manner

a) EVERY STUDENT HAS A RIGHT to be safe and secure in the school community.

b) **EVERY STUDENT HAS A RESPONSIBILITY to:**

- respect the security of others
- deal with conflict in an appropriate manner

a) **EVERY STUDENT HAS A RIGHT to expect reasonable and socially responsible behaviour from others.**

b) **EVERY STUDENT HAS A RESPONSIBILITY to treat each other including themselves with respect by:**

- speaking and acting in a socially responsible manner

a) **EVERY STUDENT HAS A RIGHT to be part of a school of which he/she can be proud.**

b) **EVERY STUDENT HAS A RESPONSIBILITY to take pride in the school by:**

- keeping his/her own appearance neat
- following the school dress code
- following all rules and regulations set out by the school

a) **EVERY STUDENT HAS A RIGHT to his/her good name.**

b) **EVERY STUDENT HAS A RESPONSIBILITY to respect the reputation of others.**

Any behaviour that is inconsistent with the school's philosophy of personal integrity and respect for each and every person within the community will be met with appropriate consequences. In all cases, efforts will be made to provide the student with opportunities to 'right' a 'wrong' as well as to be punished for their actions.

7. Minor and Major Offences

Minor Offences

The following are examples of minor offences:

- Lateness
- Failure to conform to the DIA's dress code
- Eating in class
- Disruption of a class
- Using a mobile phone or personal music player during class

Disciplinary consequences for minor offences may include the following sanctions:

- Note from the teacher put into the student's planner, which must be acknowledged and signed by the parent.
- Writing a letter of apology to people affected.
- Moving the student to another place within the room.
- Removal of the student from the session, under the supervision of another teacher, or administrator.
- Detention, where tasks may be set or extra duties given and/or removal of privilege(s).
- Contact parents by phone and/or request for a meeting with them.

Major Offences

The following are some examples of major offences:

- Consistent and continuing minor offences
- Unexcused absences from lessons and activities
- Bullying, disrespectful or demeaning language (See Bullying and Harassment Policy)
- Academic dishonesty (cheating, plagiarism)
- Repeated lying
- Smoking or being in possession of smoking paraphernalia
- Theft
- Use or possession of illegal drugs and alcohol
- Major disruption or ongoing misbehaviour in the school or on school buses
- Actual or intended injury to another person
- Abuse or vandalism of school property
- Possession of weapons or replicas of weapons
- Deliberate abuse or misuse of the school's computers or email access. (See IT Policy)
- Use of inappropriate language or gestures

Disciplinary consequences for major offences may include the following sanctions:

- Drawing up a student contract which is a formal and documented agreement detailing what the school, student and parents will do to resolve an ongoing problem; and the consequences that will ensue should the terms of the contract not be met.
- Detention, suspension or expulsion.

8. Bullying and Harassment

Dubai International Academy does not tolerate bullying or harassment. All members of the School community are committed to ensuring a safe, supportive environment, based on the school's values of learning, respect and cooperation.

Parents are actively encouraged to support the policy through:

- discussion of its meaning and implications with their children
- accepting the School's considered actions when their children are found to be involved in harassment
- work in partnership with the School toward resolution of these difficulties

There are many forms of bullying and harassment, including:

Physical: hitting, pushing, tripping, spitting on others

Verbal: teasing, using offensive names, ridiculing, spreading rumours

Non-verbal: writing offensive notes or graffiti about others, rude gestures

Exclusion: deliberately excluding others from the group, refusing to sit near someone

Extortion: threatening to take someone's possessions, food or money

Cyber bullying: using information and communication technologies to support deliberate, repeated hostile behaviour

Procedures for Dealing with Bullying and Harassment

A student being bullied or harassed can deal with the problem as follows:

- Tell the person that he/she objects to the behaviour, and does not want it repeated
- Report the incident to an a member of staff, for example, their Homeroom Teacher, Subject Teacher, Counsellor, Head of Year, Dean of Students, Deputy Principal, or Principal. They will advise on strategies for dealing with the problem
- If the above fails, a formal complaint should be lodged with the Deputy Principal, Dean of Students or Principal.

When a person is made aware that he/she has been bullying someone else, the following procedures apply:

- He/she is encouraged to understand the offence caused by his/her behaviour and to cease it immediately (e.g. through discussion with his/her Subject Teacher, Homeroom Teacher, Counsellor, Head of Year, Deputy Head (Pastoral) or Head of Secondary.
- In absence of a satisfactory response, appropriate disciplinary action, involving the Head of Year, Deputy Head (Pastoral) and/or Head of Secondary is undertaken.

Disciplinary action includes student contract, suspension, or expulsion depending on the nature and severity of the bullying/harassment.

9. Detention Policies and Dress Code

Detentions

Students may be given detention during lunchtime for minor offences. Three lunchtime detentions will result in one after school detention, lasting for an hour. Students and parents will be informed in advance about an after school detention. After school detentions are recorded on the student's report card.

The purpose of the detention is to serve as a deterrent against further behavioural misdemeanours. It is always the intention of the school to ensure that students are engaged in active, purposeful activities during this time in detention. In that respect individual subject teachers, Heads of Year or the Deputy Head Pastoral, will co-ordinate such requirement with the students being detained.

DIA DRESS CODE

At Dubai International Academy, the uniform is worn with pride. It is an outward sign of the choice that students have made to join the DIA community and a way to demonstrate daily their commitment to fully embrace the values and spirit of DIA.

Purpose

- To provide suitable cost effective and practical clothing for daily school wear.
- To minimize peer pressure to compete in fashion items and brand names.
- To develop a sense of pride and belonging towards the school.

Requirements

1. The school uniform (*available from Zaks – see school website*) is obligatory for all students from Year 7 to Year 13 inclusive. Any alterations to the school design will not be accepted. Please note that the DP students have a designer pocket that goes on your shirts. New shirts purchased for DP will already have these on them, students can also purchase the pocket squares.
2. Footwear - White or black socks must be worn with **black leather shoes** appropriate for school. Shoes should be comfortable and reflect a style compatible with the school uniform.
3. Girls' skirt length must be to the knee or below. Only the Zaks material will be accepted.
4. Shirts / blouses are designed to be worn outside of the waistband. Students should be clean, neat and tidy in their dress at all times. Students are also required to dress in a way that takes responsibility for their safety throughout the school.
5. Students are not allowed to wear make-up during school hours or while in uniform outside the school. Jewellery, consisting of a simple chain necklace inside the school shirt and one pair of earrings of a stud or small loop style is permitted. No other piercings or accessories are allowed for girls or boys. The school does not accept any responsibility for any lost jewellery.

6. Exaggerated or extreme hairstyles are not allowed. Long hair should be tied back for the students' safety, particularly in Science and Physical Education classes.

7. If, after reminders from staff, a student does not respect the DIA dress code, then notification will be sent to their parents from the school as it will have then become a disciplinary matter.

10. Academic Honesty

The IB Learner Profile is embedded in DIA's daily life. DIA students are:

- Inquirers – who acquire the skills necessary to conduct inquiry and research
- Knowledgeable – who explore concepts, ideas and issues
- Principled – who act with integrity and honesty, take responsibility for their own action
- Open-minded – who are accustomed to seeking and evaluating a range of points of view
- Risk takers – who are brave and articulate in defending their beliefs
- It is compulsory for all students and parents to sign a DP Practices and Academic honesty policy contract.

These qualities when applied to learning and student work will establish skills and behaviour, which support academic honesty.

Academic Honesty is a set of values that promotes personal integrity and good practice in teaching, learning and assessment. Whenever possible the topic should be treated in a positive way, stressing respect for the integrity of all forms of assessment. All students are made to understand the basic meaning and significance of academic honesty with regard to authenticity and intellectual property as well as proper conduct in tests and examinations.

Teachers will make students aware that all forms of intellectual and creative expression must be respected and that unauthorized use of the same is illegal. All assignments, written or oral, completed by a student for assessment must wholly and authentically use their own language and expression. Where sources are used they must be fully and properly acknowledged. Teachers are responsible for ensuring that students receive guidance on how and when to include acknowledgements.

Malpractice includes:

1. **Plagiarism:** representing ideas or words of another person as one's own
2. **Collusion:** supporting malpractice by another student
3. **Duplication of work:** presentation for the same work different assessment components
4. **Any behaviour** that gains an unfair advantage for the student or disadvantages another student

While for the most part students produce assessed work independently with support from the subject teacher, there are occasions when collaborative work is encouraged. Nevertheless, the final work must be produced independently even if based on the same data.

It is the responsibility of each teacher to confirm that, to the best of their knowledge, all work accepted for assessment is the authentic work of each student. Teachers are expected to detect plagiarism and support the school's policy on good academic practice.

Ultimately it is the student's own responsibility to ensure that all work submitted for assessment is authentic, with the sources of information fully and correctly acknowledged. Students are expected to comply with all internal school deadlines as this may allow time for revising work that is of doubtful nature.

The following constitute malpractice during examinations:

1. Taking unauthorised material into the room
2. Disruption or distracting another candidate
3. Exchanging or supporting the exchange of information relevant to the examination
4. Copying
5. Not following instructions during the exams
6. Stealing an examination paper

A policy statement

At DIA we place a high value on honesty and this extends to work submitted for assessment. All members of the community need to be aware that the school treats academic dishonesty as a very serious matter. Parents need to be made aware of the policy as it applies to the relevant year group. This policy must be read and signed by the parent.

The expectations are as follows:

Years 12 & 13

All students taking the IB Diploma are subject to the **Diploma Programme General Regulations**, which state:

Article 9: Responsible and Ethical Behaviour

Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme and examinations. In particular candidates must avoid any form of malpractice.

The definition of malpractice appears in article 24:

The IB defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

Malpractice includes:

- (a) **Plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate's own.
- (b) **Collusion:** this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.

The consequence of malpractice is presented in article 25, item 5:

If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. *No diploma will be awarded to the candidate.*

The academically honest student:

DOES

- Document source material in a formal and appropriate manner
- Use direct quotations appropriately
- Understand the concept of plagiarism
- Understand the consequences of cheating regarding both school-based work and external examinations and assessments
- Acknowledge explicitly and appropriately help provided by another person
- Follow all exam rules

DOES NOT

- Copy the internal assessment work of other students
- Give another student his/her work to copy
- Use notes during a test unless allowed by the teacher or permitted by the examination rules
- Do homework for another student
- Present material written by another student as his/her own
- Purchase and submit pieces written by someone else
- Write essays for other students
- Present artistic or creative work in any medium that has literally been reproduced except in a manner allowed by the teacher or permitted by the examination rules

In a cohesive and comprehensive way, teachers and librarians will provide instructions in:

1. The rules for acknowledging source material based on standard practice (regarding such areas as footnotes and bibliographies);
2. Research writing techniques;
3. Data gathering techniques;
4. The planning, preparation and execution of research writing assignments;
5. Considering bias in reference material.

Consequences - General

- Work that is deemed to be academically dishonest will receive zero as a grade; (though the teacher may give some feedback to the student allowing him to resubmit, at the discretion of the teacher)
 - This zero is likely to have a seriously detrimental effect on a semester grade
- In addition, the concerned teacher will write a letter to the student's parents outlining the incident and how it has been dealt with
- A copy of this letter will be forwarded to the DP Coordinator and will be retained in the student's file
- In the event that there is a second instance of academic dishonesty again the piece of work will receive no marks
- In addition, parents will be asked to attend a meeting with a panel made up of the concerned teacher, the DP coordinator and the Head of Secondary or Deputy Head Academic. This panel will try to discern whether there was a clear attempt to deceive on the part of the student
- Based on the panel's findings, a number of sanctions may be employed, ranging from having the student being put on report to recommending that the student not be put forward as an

MYP certificate candidate or DP candidate (as appropriate)

- Subsequent instances of academic dishonesty will put at risk the student's place in the school
- In the case of malpractice during an internal school exam, the student will be removed from the examination room and will receive no grade for that paper
- This will adversely impact the student's term report

Consequences – Diploma

For normal class and home assignments the general consequences (above) will apply.

For internally assessed components:

- Work that is deemed academically dishonest will be returned to the student; provided it has been handed in within the internal school deadline, and the candidate will be given time to resubmit at the discretion of the teacher
- If the deemed work is not handed in within the deadline it will not be assessed and a student will automatically receive no internal assessment marks
- This will automatically result in a loss of grade in the subject and consequently loss of the diploma
- The student will be allowed to resubmit the piece in the following examination session

For externally assessed components (Extended Essay, Written tasks, Coursework, TOK)

- Students must submit outlines and drafts as per the school's internal deadlines
- The topic must not be changed or new material introduced without the knowledge of the supervising teacher

Work that is deemed academically dishonest will be returned to the student, provided it has been handed in within the internal school deadline, and the candidate will be given time to resubmit at the discretion of the teacher.

- If the student refuses to comply the teacher will refuse to sign the declaration of authenticity and the matter is reported to IB by the DP Coordinator
- In such a case the student will not receive a grade and will automatically fail the diploma
- The student will be allowed to re-submit the component only after one year
- In case the instance of plagiarism is not detected by the teacher but is detected by the IB examiner, an inquiry is conducted by IB
- Statements are required from the student, the teacher and the DP Coordinator
- The final decision regarding the plagiarism allegation is made by the IB
- In such a case the student will not receive a grade and will automatically fail the diploma
- The student will be allowed to re-submit the component only after one year.

In the case of malpractice during an IB final exam

- The DP Coordinator is entitled to remove the student from the exam room and submit a report to IB
- In such a case the student will not receive a grade for the concerned paper and will automatically fail the diploma
- The student will be allowed to re-sit the component only after one year
- The student may or may not be allowed to take the remaining papers depending on the feedback from IB

Note

*Parts of the Academic honesty Policy are a modification of the IB publications **Academic honesty: guidance for schools**, (September 2011), **Diploma Programme General Regulations, Handbook** (2012)*

