



**DUBAI  
INTERNATIONAL  
ACADEMY**

Emirates Hills

**Secondary School  
Student/Parent  
Handbook  
2024 - 2025**

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## Our Mission

To empower students with a holistic, rigorous and international education for success in an ever changing world.

### Our Core Values

- Achievement
- Collaboration
- Integrity
- Respect
- Responsibility

### Our Philosophy

- To be recognised by the success of our students in achieving their personal goals.
- To make student development the centre of all school decisions.
- To aspire to the highest internationally recognised performance standards.
- To celebrate our diversity of cultures, backgrounds and perspectives.
- To build and celebrate a culture based on internationalism
- To create a learning environment that will positively contribute to international and local communities.
- To implement the IB Learner Profile in an innovative way.

### Our Beliefs

We believe that a healthy mind and body, a positive attitude and behaviour help one focus and learn. We believe in the pursuit of excellence whilst balancing the academic, aesthetic and athletic facets of education.

We believe that teamwork between students, teachers and parents is critical to the overall learning process.

We believe in encouraging students to take pride in their achievements and applaud others' achievements.

We believe that internationalism is vital for holistic education

We believe that effective teaching in a safe, positive school environment enables children to develop academically and socially.

We believe that the IB Learner Profile leads to the holistic development of students.

### Our Approach

- By benchmarking with the highest internationally recognised performance standards.
- By developing each student's individual potential for leadership.
- By empowering students with a global and a local perspective
- By responding sensitively to the full range of students' educational needs.
- By using technology to enhance learning.
- By utilising the IB curriculum and reinforcing the core of the programme models for our curriculum.

### Our Motto:

**Dream**

**Inspire**

**Achieve**

## ACADEMIC PROGRAMMES

### Middle Years Programme (MYP) at DIA

The Secondary School follows the Middle Years Programme (MYP) of the International Baccalaureate, which is a 5 years student-centered, concept-driven curriculum (Year 7 - Year 11) that encourages students to make practical connections between their studies and the real world. As shown in the graphic below, the MYP covers eight subject groups, providing both subject-specific and interdisciplinary understanding for students who are the program's central focus.

Clearly defined learning objectives are set for each subject area, which are measured internally by criterion-referenced assessment. Approaches to learning (ATL) provide the foundation for independent learning and encourage the application of students' knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn. There are five ATL skill categories, including communication, social, self-management, research and thinking.

In the final MYP year (Year 11) students are externally assessed via on-screen examinations and are awarded an MYP certificate, before moving on to the two-year IB Diploma Programme (DP) or Careers Programme (CP).



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## Diploma Programme (DP) at DIA

The International Baccalaureate Diploma Programme is a rigorous, pre-university course of studies leading to examinations, which meet the needs of highly motivated secondary students between the ages of 16 and 19 years. It is designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems.

The curriculum is displayed in the shape of a circle with six academic areas surrounding the core. Subjects are studied concurrently, and students are exposed to the two great traditions of learning: the humanities and the sciences. At the end of Year 13 students sit external examinations and are awarded either a full Diploma or a Diploma Courses certificate.



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## Career-related Programme (CP) at DIA

The International Baccalaureate® (IB) Career-related Programme (CP) is a framework of international education that incorporates the vision and educational principles of the IB into a unique programme specifically developed for students who wish to engage in career-related learning. The IBCP is IB's premier qualification that detracks career education and promotes career-readiness by blending theoretical and academic rigour with career-related studies empowering students with competencies and skills required to be successful in their chosen fields. It expertly combines technical, academic, and holistic education, resulting in a well-rounded qualification that is equally respected by industry and the world's leading universities.

The CP's flexible educational framework allows schools to meet the needs, backgrounds and contexts of students. CP students engage with a rigorous study programme that genuinely interests them while gaining transferable and lifelong skills.



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## COMPETITIVE SPORT

At DIA, we are proud to offer a diverse array of competitive sports programmes designed to foster the holistic growth of our students. These opportunities not only build self-esteem but also enhance academic and athletic performance, ensuring our students thrive in all aspects of their education.

Following last year's prestigious HH Hamdan bin Mohammed Order of Merit for Sports Education School, we remain committed to fostering a robust sports culture where every student is encouraged to strive for excellence and embody true sportsmanship.

DIA is a member of the Dubai Affiliated School Sports Association (DASSA), the leading inter-school sports league with 76 member schools. Our teams compete in Division 1 across all sports, consistently demonstrating outstanding skill and dedication. In addition to local competitions, we also participate in international events, providing our students with valuable exposure and experience. Furthermore, our Sports Scholarship programme offers specific support to nominated students, helping them to excel in their chosen sports.

We offer: Swimming, Basketball, Football, Cricket, Aquathlon, Cross Country, Netball, Tennis, Table Tennis, Volleyball, Rounders, Water Polo, Athletics, Badminton, Golf, Triathlon Sailing, Chess and Ski.

The sports season at DIA is divided into three terms, with each term featuring independent trials for each sport, age group, and gender. The age groups include Under 12, Under 13, Under 14, Under 15, Under 16, and Under 19, ensuring everyone has the opportunity to showcase their talents and join our teams. We are passionate about sports and the life values they integrate into the students' development, fostering discipline, teamwork, and resilience. Our strong sports culture is bolstered by a very supportive community, creating an environment where students thrive. Student leadership is an essential part of our programmes, led by the Sports Ambassador Programme, which empowers students to take the initiative and promote sportsmanship among their peers.

At DIA, we promote sports participation not only for performance but also for establishing a healthier lifestyle. We believe that regular involvement in sports can significantly contribute to physical well-being, mental health, and overall life satisfaction. Additionally, we have well-established developmental pathways in all sports, ensuring that students receive continuous support and opportunities to progress from beginner to elite levels. Throughout the year, various competitive sports events are organized, involving classroom teachers, student leaders, community members, and organisations. Participation in at least one competitive sport each Term is advisable and is documented in student reports. For students utilising the bus service, transportation will be available in the afternoon after the competitive sports training sessions (but not in the morning and after fixtures/events/matches). Further information regarding our competitive sports programmes can be found on the school website.

## CO-CURRICULAR ACTIVITIES

DIA is proud to offer a wide range of activities and we encourage participation in various Co-curricular Activities (CCAs) to aid the holistic development of our students by building their self-esteem and



improving their performance in academics, sports and other extra-curricular fields.

A variety of activities are scheduled during the year. Classroom teachers, along with student leaders, conduct many of these activities. Others are offered by community members and organisations. Some activities may have fees charged. Students are required to participate in at least one extra-curricular activity each semester and participation is noted on student reports. Buses will be available after activities for those who utilise the bus service. Further information regarding after school activities, and other activities such as Duke of Edinburgh, Model United Nations, Student Council, can all be found on the school website: [www.diadubai.com](http://www.diadubai.com)

### **On-Line Registration**

Parents will be informed by email when registration is open, with a direct link to the activities and online enrollment form. Please ensure that you enroll your child within the time frame to avoid disappointment. The allocation of activities will be done on a first-come basis. Subject to the available capacity, we will try to assign the activities as per the preference indicated.



## ATTENDANCE

**Mandatory attendance** in Years 7 to 13 is five consecutive days a week, **from morning registration at 7:30am, to school dismissal at 3:05pm Monday – Thursday, and 7.30am - 12.00pm on Fridays** throughout the school year (these timings will alter for Ramadan). As per the UAE Ministry of Education regulations, students who miss **25 non-consecutive days or 20 consecutive days**, or more, in a school year, **may be at risk of not being promoted** to the next year level, unless they have been legitimately excused as a result of special circumstance, clearly communicated and agreed with the Deputy Head Pastoral prior to the absence, for example: extra-curricular participation; field trips; or illness. Excused and unexcused absences are recorded in each student’s individual record and report.

Please refer to the Attendance and Punctuality Policy and Procedures which can be found in the Policy Section at the end this document for more information.

### Late Arrivals

It is important for students to be on time for the Homeroom Registration period which starts at 7:30am. Any arrivals after 7:30am will be marked as late. If students arrive after 7:40am, they **must** report to the Secondary School Secretary to obtain a late pass and to be registered as being present, before entering normal classes. If a student arrives late to school without valid reason (medical appointment, visa etc or at least email communication from parent), they must arrive before 9.30am. After this time the student’s attendance will count as ‘Unexcused Absence’. Frequent and/or unexplained lateness will result in sanctions being applied to the student, which include detention. It is recognised that that late arrival to school has a negative impact upon the student’s progress and the school encourages a high degree of personal organisation, part of which is being punctual.

### Timings for Secondary School Programme

#### Monday – Thursday Timings;

Period	Timing
<i>Registration</i>	7:30am – 7:40am
Lesson 1	7:40am – 8:35am
Lesson 2	8:35am – 9:30am
Lesson 3	9:30am – 10:25am
<i>Break</i>	10:25am – 10:45am
Lesson 4	10:45am – 11:40am
Lesson 5	11:40am – 12:35pm
Lesson 6	12:35pm – 1:30pm
<i>Lunch</i>	1:30pm – 2:10pm
Lesson 7	2:10pm – 3:05pm
CCA	3:10pm – 4:00pm

#### Friday Timings;

Period	Timing
<i>Registration</i>	7:30am – 7:40am
Lesson 1	7:40am – 8:20am
Lesson 2	8:20am – 9:00am
Lesson 3	9:00am – 9:40am
Lesson 4	9:40am – 10:20am
<i>Break</i>	10:20am – 10:40am
Lesson 5	10:40am – 11:20am
Lesson 6	11:20am – 12:00pm

## CONTACTS

### Admissions/Administration:

Front Desk Coordinators:	04 - 368 4111 ext. 3502/3503 Email: <a href="mailto:info@diadubai.com">info@diadubai.com</a>
Admissions:	04 - 368 4111 ext. 3504 Email: <a href="mailto:admissions@diadubai.com">admissions@diadubai.com</a>
School Nurse:	04 - 368 4111 ext. 3550 Email: <a href="mailto:nurse@diadubai.com">nurse@diadubai.com</a>
School Security PADIA	04 - 368 4111 ext. 3599 Email: <a href="mailto:padiadubai@gmail.com">padiadubai@gmail.com</a>
General Feedback	Email: <a href="mailto:diafeedback@diadubai.com">diafeedback@diadubai.com</a>
To notify of changes to parental contact details	Email: <a href="mailto:info@diadubai.com">info@diadubai.com</a>
COVID related reporting	Email: <a href="mailto:hsofficer@diadubai.com">hsofficer@diadubai.com</a>
For assistance with Parent Portal (Passwords, usernames, account Issues etc.)	Email: <a href="mailto:helpdesk@diadubai.com">helpdesk@diadubai.com</a>

### Secondary School

DIA School Principal:	Hitesh Bhagat <a href="mailto:hiteshb@diadubai.com">hiteshb@diadubai.com</a>
Head of Secondary School:	Michelle Puxty <a href="mailto:michellep@diadubai.com">michellep@diadubai.com</a>
Deputy Head of Secondary School Pastoral:	Colin Leacy <a href="mailto:colinl@diadubai.com">colinl@diadubai.com</a>
Deputy Head of Secondary School Academic: (Year 12-13)	Claire Inglis <a href="mailto:clairei@diadubai.com">clairei@diadubai.com</a>
Deputy Head of Secondary School Academic: (Year 7-11)	Jonathon Dunn <a href="mailto:jonathond@diadubai.com">jonathond@diadubai.com</a>
Assistant Head Year 12 – 13	Gerhard van der Wal <a href="mailto:gerhardv@diadubai.com">gerhardv@diadubai.com</a>
Assistant Head Year 7 - 11	Nemanja Dordevic <a href="mailto:nemanjad@diadubai.com">nemanjad@diadubai.com</a>



Assistant Head Pastoral

Daniel Murphy  
[danielm@diadubai.com](mailto:danielm@diadubai.com)

Secondary School Secretary:

Chimone Bailie - 04 368 4111 ext. 3526  
[chimoneb@diadubai.com](mailto:chimoneb@diadubai.com)

Administrative Officer  
[evelynp@diadubai.com](mailto:evelynp@diadubai.com)

Evelyn Pakatan - 04 368 4111 ext. 3527

DP Coordinator:

Mona Khreis  
[monak@diadubai.com](mailto:monak@diadubai.com)

MYP Coordinator:

Ruba Jeshi  
[rubaj@diadubai.com](mailto:rubaj@diadubai.com)

Head of Inclusion

Asha Karam  
[ashak@diadubai.com](mailto:ashak@diadubai.com)

IB CP Coordinator

Kanchi Das  
[kanchid@diadubai.com](mailto:kanchid@diadubai.com)

BTEC Coordinator

Peter Stoddart  
[peters@diadubai.com](mailto:peters@diadubai.com)

College Counsellor:

Rachana Sippy - 04 368 4111  
[rachanas@diadubai.com](mailto:rachanas@diadubai.com)

Stewart Pinkerton - 04 368 4111  
[stewartp@diadubai.com](mailto:stewartp@diadubai.com)

School Counsellor:

Saira Cherian  
[sairac@diadubai.com](mailto:sairac@diadubai.com)

## **Secondary Staff List**

DIA Principal	Hitesh Bhagat
Head of Secondary School	Michelle Puxty
Deputy Head of Secondary School – Year 12 - 13	Claire Inglis
Deputy Head of Secondary School – Year 7 - 11	Jonathon Dunn
Deputy Head of Secondary School - Pastoral	Colin Leacy
Assistant Head of Secondary School - Pastoral	Daniel Murphy
DP Coordinator	Mona Khreis



MYP Coordinator	Ruba Jeshi
CP Coordinator	Kanchi Das
BTEC Coordinator	Peter Stoddart
Assistant Head 12- 13	Gerhard van der Wal
Assistant Head Year 7 - 11	Nemanja Dordevic
Head of Inclusion	Asha Karam
Career Counsellors	Rachana Sippy, Stewart Pinkerton
Counsellor	Saira Cherian
<b>Language A: English</b>	Alicen Inker Andrew Hanlon Camille Lennon Ciara Gillespie Claire Inglis Esther Johnson Florence Okere Kanchi Das Krishna Priya (ESL) Karla Bou Serhal Katy Dolan Maha Zaouil (HOD MYP) Nagina Chaudhry (HOD DP) Naveen Tyagi Peter Williams Renda Kayali Shannon Meehan Srishti Jain Zeina Kazak
<b>Language A and B: Arabic and Islamic Education</b>	Amira Amira Adel Abdulmajid Jad Hewayda Moustafa Marwa Elashri Moemen Elsamahi Mohamed Nasr Ali (Subject Lead – Arabic B) Mohamed Saad Reda Al Ashmawey (Subject Lead – Arabic A) Rehab Ahmed Tasnim Bayyari Waleed Ahmed (Subject Lead – Islamic)
<b>Language B: French, Spanish</b>	Ana Maria Perez Quintas Blanca Gonzalez (HOD MYP) Catherine Poudin Camila Trevino Claire Dessemond Daniel Gonzalez Munoz Frederique Defontaine Jessica Mammone Ouaiba Belahcene Roberto Vila Garcia Teresa Vasquez Valerie Labedan



	Yolaine Siko (HOD DP)
<b>Physical and Health Education</b>	Donna Campbell Fiona Turnbull (HOD) Joe Sidebottom Lea Jean Chaves Mihail Kouzev

<b>Technology:</b> Computer Science, Design Technology, ITGS, Digital Design, Product Design	Aparna Ravichandran Anuradha Harikrishman Daniel Murphy Jasmine Borlos Mohammed Ateeb Nithya Sankaran Rajani Anoop (HOD DP) Ruba Jeshi Somya Jajor (HOD MYP) Stephen Duffy
<b>Individuals &amp; Society:</b> History, Geography, Economics, Business Studies, Psychology, Moral, Social and Cultural Studies	Aalia Shaikh Amanda Luman Amy Dowling Andrei Fedenev Chaitra Pargaonkar Damien Kelly Glen Doyle Jennifer Agacy Laura Cunniffe Mahrukh Sutaria Mahua Paul (HOD MYP) Mai Elbahar Mukta Mundhra Nimra Khan Palak Mathur Peter Stoddart (BTEC) Reena Tikku (HOD DP) Saira J Nazir Sangeeta Handa
<b>Sciences:</b> Physics, Chemistry, Biology, Environmental Systems & Societies, Sports, Exercise and Health science	Akshyta Tandon Amy Sharp Barbara Timlin (HOD DP) CB Sivakumar Caoimhe Morrison Chaitra Pargaonkar David Penagos



	Dina Thebian Gerard Finnegan Julie McGuigan Kathryn Keiller Lama Chami Laura Cunnife Liam Cronin (HOD MYP) Lisa Hynes Maeve McKeogh Mark Smyth Marishka Dsouza Mona Khreis Nemanja Dordevic TR Saraswathy Vijayalakshmi Vatkar
<b>Arts:</b> Visual Arts, Music, Drama	Jamie O’Sullivan Jill Martin (HOD Performing Arts) Noha Kazak Paul McCabe Seon Lewis (HOD Media) Shannon Meehan Veronica Richards (HOD Visual Arts) Zeinab Koaik Kulsoom Haris (Part Time)
<b>Mathematics:</b>	Amira Hussein Amy Cunningham Asha Kumar Colin Leacy Dheera Upreti Pant Edgar Hambly Gerhard Van Der Wal Huneza Usman Izel Joubert Joe Sidebottom John Aboaja Jonathon Dunn Katherine Beswick (HOD MYP) Manmohan Singh Mark Rainey Muhsin Muktar Rohanna Hymers (HOD DP) Stephen Cleary Vidya Shriram Vinayak Sharma



**Inclusion – Learning Support:**

Asha Karam (HOD)  
Izel Joubert  
Lojain Omer Abd Al Wahed  
Mala Joseph  
Mojdeh Niyousha  
Urvi Shah  
Hala Al- Himsi  
Kamal Nosheen

## ISLAMIC EDUCATION

For **all** Muslim students, Islamic Education is compulsory to attend until the end of Year 13. **No exemption is given to any Muslim student.** Attendance of these classes is necessary as per KHDA (Knowledge and Human Development Authority) and MoE (Ministry of Education) rules, and failure to attend or achieve a satisfactory grade in Islamic Studies will jeopardise the student’s promotion at the end of the academic year.

In addition, to gain entry to many universities within the UAE and other Arab countries, it will be necessary for the student to produce an “Equivalency Certificate” to show that both Arabic and Islamic Education (for Muslim students) have been studied until the end of Year 13. An Islamic Education grade is essential for the equivalency process for Muslim students, but is also compulsory for Muslim students until the end of Year 13 whether they require an “Equivalency Certificate” or not.

Muslim Arab students (those attending Arabic A and/or holding an Arab Emirates ID) will study Islamic Education A in Arabic. They are also expected to study Arabic A until Year 13

Muslim non-Arab students (those attending Arabic B and/or holding a non-Arab Emirates ID) will study Islamic Education B in English. They are also expected to study Arabic B until Year 10.

## MEDICAL SERVICES

Parents will be provided with medical information and consent forms to complete when their child joins the school. Please ensure that these are returned promptly to the clinic.

Records for every child are maintained by the school clinic, where a nurse and doctor are available during school hours, and after school, until 3:30pm. The following medical services are provided by the school clinic:

- Basic First Aid care;
- General medical check-up;
- Vaccinations will be given according to DOHMS (Department of Health and Medical Services) and only after consent has been given by parents;
- Dispensing of medication as communicated by parents/guardians.

If a child requires any prescribed medication to be given in school, the medicine must be kept in the clinic and administered at the specified time. Communication must be sent by the parent/guardian to [nurse@diadubai.com](mailto:nurse@diadubai.com) stating the correct time and dose of medication and including the doctor's prescription. **No medication is allowed to be kept with the child.**

## PARENTS ASSOCIATION OF DIA

The Parents' Association of DIA (PADIA) welcomes all new parents to the school. PADIA arranges coffee mornings so that new parents have the opportunity to meet with one another, and exchange details and information about the school, and Dubai.

PADIA organises some extremely popular and successful social events held throughout the school year such as an Iftar event, the Winter Souk, Movie Nights and the evening celebration on International Day.

is spearheading a "Reduce, Reuse, Recycle" initiative, where gently used uniforms and books are resold to support sustainable practices within our community. This initiative not only promotes environmental responsibility but also helps families by offering affordable options. Through this effort, we aim to reduce waste and foster a culture of reusing valuable resources.

PADIA can be contacted via email: [padiadubai@gmail.com](mailto:padiadubai@gmail.com)

## PARKING

Parking is provided at the back of the school and in the front of the school. Parking is not available in the bus parking area.

### What we have done

- Taken on additional security guards to:
  - Supervise the road-crossing by the side entrance to the Primary School;
  - Supervise the road-crossing by the front entrance to the Secondary School;
  - Direct traffic in the main car parking areas;
- Opened up earlier so children can be dropped off from 7:00am;
- Arranged for our classroom assistants to remove the younger children from cars at the 'kiss 'n drop' zone at the side entrance of the Primary School, so parents do not have to park, but can drive through;
- Placed senior members of staff in and around the car parking areas to direct traffic and oversee safety at the busiest times;
- Made sure we are ready to discuss any other initiatives parents suggest – please feel free to contact us!



## What parents can do

- Make use of the large parking area at the rear of the school;
- Remain courteous and respectful to other drivers and staff;
- Follow directions given by our security guards and members of staff who direct traffic at the busy times of day;
- Be very careful when driving and parking in the car parks, especially when reversing, as small children are not clearly visible if they are standing or walking behind your vehicle;
- Share the school-run with other parents who live near you, or setup cycling/walking groups together if you live near to the school;
- Consider making use of the school bus service;
- Feel free to come and talk to our front desk staff or other school staff, about any suggestions you may have regarding improving the parking arrangements, or send your suggestions into [diafeedback@diadubai.com](mailto:diafeedback@diadubai.com).

*We would sincerely request that parents deal with the car-parking situation in a calm and appropriate manner. The school has taken considerable measures to ensure that movement of traffic around the school is safe and predictable. We would appreciate your cooperation with our school employees on this matter. The Safety and security of the children is our ultimate concern.*

## RECOGNITION OF STUDENT ACHIEVEMENT

Academic excellence and growth, community involvement and initiative, and sporting achievement are all recognised at DIA through its mid-year and end-of-year award and graduation ceremonies. We encourage students to strive towards attaining these important awards:

### Awards at DIA

#### Special Awards

##### 1 Amicus Generis

This award is given to a student who exemplifies friendliness and generosity and is respected by his/her peers. This will be awarded to one student per year level proposed by the Head of Year in collaboration with homeroom teachers and subject teachers. Nominations are collected for the Year Level and decision by the Head of Year and Deputy Head Pastoral then ensues.

##### 2 Citizenship Award

This award is presented to students who set a positive example for his/her peers by consistently maintaining a positive attitude and displaying respect for all members of the community, the school and its environs as well as showing a real appreciation of the school ethos. This award is decided by the Assistant/Deputy Head Pastoral in conjunction with the Head of Year and the Homeroom teachers.

##### 3 Community and Service Award

This award is given to one student per year level of the MYP programme. It is awarded to a student who has made a significant contribution to the DIA community and the service programme. For the MYP this award is decided by the MYP Coordinator and the Community and Service Coordinator.

#### **4 CAS Award**

This award is granted to a Year 12 student who has made a significant contribution to the DIA community and beyond through his/her CAS work. This award is decided by the DP Coordinator and the CAS Coordinator.

#### **5 Special Recognition Awards**

These awards are presented to a student who demonstrates outstanding achievement in their field. This may be relevant for a variety of things such as drama, innovation etc.

#### **6 Student Council Contribution Award**

This award is allocated to a member of the Student Council body who went above and beyond the expected contribution. This award is decided by the Student Enrichment Officer.

#### **7 Attendance Awards**

This award is given to any student who has full attendance in an academic year.

#### **8 Learner Profile Awards**

These awards are given to one student per year level who consistently display significant characteristics throughout the academic year that align with the IB Global Contexts.

### **Academic Awards**

#### **1 DP/CP Academic Achiever of the Year**

This Academic Award is made strictly on the basis of academic results as per the most recent reporting session. It takes account of the cumulative total results scored for all subjects in the programme.

#### **2 MYP Academic Achiever of the Year**

These Academic Awards are made strictly on the basis of academic results as per the most recent reporting session. They take account of the cumulative total results scored for all subjects in the programme. They are made at the end of the academic year.

#### **3 Most Improved Student**

This is an award given on the basis of tracking of academic results over the course of the year to a student who shows the greatest improvement in this time.

#### **4 Subject Awards**

Two types of awards are made: Academic Achievement and Most Improved. They are made per class, per subject, per year level. They are awarded mid-year and end-of-year.

#### **5 Sports Awards:**

Years 7-9 Sportsman and Sportswoman  
Years 10-11 Sportsman and Sportswoman  
Years 12 and 13 Sportsman and Sportswoman  
Outstanding Sports Achievement  
Sports Ambassador

#### **6 Student of the Year Award**

Presented to a student from each programme, per year level, who has displayed strong academic performance in all subject areas, who has participated in school activities and demonstrated a willingness to go beyond the standards of other good citizens in DIA. This should be decided by the relevant Coordinator for each year of the programme. The award should be made for an individual student in each year of the MYP and one student in Year 12. In all cases, the decision should be made by the relevant coordinator and Head of Year.

### **7 Alpha Programme**

These students are identified as having special talents either in a single subject, or over a range of subjects/areas. These are awarded at the end of an academic year. Students need to maintain their high level of achievement in order to remain a member of the Alpha Programme.

### **8 RAP Mentor Programme**

This is a peer mentoring programme. Students are rigorously selected to become either an academic buddy or a buddy who assists another in improving social skills or attitudes about school. The award is earned by making a noticeable difference to the buddy allocated.

## **REPORTING IN THE SECONDARY SCHOOL**

Written reports are sent to parents over the course of the academic year. A chart indicating estimated reporting dates for the 2024-25 academic year is provided below.

<b>Report Type:</b>	<b>Estimated Issue Date:</b>
Current Attainment 1 (CA1)	Monday 28 October 2024
Mid-Year Report (MR)	Monday 27 January 2025 [Years 7 – 10] Monday 10 February 2024 [Year 11-13]
Current Attainment 2 (CA2)	Monday 17 March 2025 [Years 7-9] Monday 14 April 2025 [Years 10-13]
Final Report (FR)	Friday 27 June 2025

In addition, three-way (teacher-parent-student) conferences are held two times year and attendance at these conferences is expected. In addition, parents and teachers may request meetings at various times throughout the year to discuss student progress.

The reports will communicate student achievement in each of the assessment criteria of each subject. Achievement is expressed on a scale of 1 to 7 where 7 is the highest.

Parents and students are encouraged to attend information sessions offered by the school to explain these criteria and how they relate to assessment.

## SCHOOL MATERIALS

The following is a list of recommended stationery and other items required by students for the start of the school year. Teachers shall also stipulate what textbooks students can purchase should they wish. Other items may be requested in the future. If your child does not yet have a calculator, please do not buy one as the Maths teachers will advise as to which is the best one to purchase.

### Years 7-13

2 black, 2 blue pens  
2 HB pencils, Pencil sharpener  
Eraser  
15 cm and 30 cm ruler  
Geometry set  
Coloured pencils  
Coloured pens  
Glue stick  
Cello tape or similar  
Highlighter pens  
Scissors  
Pocket size translation dictionary if English is not your mother tongue  
Reliable watch  
Stapler  
Hole punch  
A4 ring file or wallet file with dividers  
Note pad  
Post its  
Padlock for locker

## UNIFORM

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.

The daily uniform is as follows:

Year	Boys	Girls
Year 7 to Year 13	Regulation navy trousers and greyish blue shirt, short or long sleeve, with plaid on the collar	Regulation navy skirt or trousers, and greyish blue shirt with plaid on the collar
Swimming	Professional style swimsuit (not baggy nor longer than mid-thigh) and swimming cap	One-piece professional style swimsuit and swimming cap
Footwear	Fully black shoes, no white soles or coloured logos visible. These should be with non-marking soles. Sandals, ankle-high trainers, or boots are not permitted.	
PE	School sports polo shirt with the school logo and shorts are required. Tracksuit pants and top are available for the cooler months. Students must wear sport shoes with non-marking soles.	

**Students who are selected to represent the school will be given team uniforms. They may be collected from the coach of the team. Upon receiving the uniform student needs to bring deposit of AED 200 which will be refunded on handing back the uniform in good condition on the end of the season.**

Please refer to the Policy section at the end of this document for further details of the Dress Code, and also to the website for any changes to the uniform. ZAKS Uniform Shop is our official uniform supplier, and their details are as follows:

**ZAKS, Al Barsha**

Tel: +971 4-3792575

**Website:**

<https://www.zaksstore.com/shop/dia/en/5254-school-dubai-international-academy-emirates-hill>

We recommend at least two complete sets of the uniform per child and please ensure that all clothing is clearly labelled with the name and the year.

# POLICIES

- A. Academic Honesty
- B. Attendance and Absence
- C. Bullying and Harassment
- D. Code of Conduct and Behavioural Expectations
  - i. Rights and Responsibilities
  - ii. Care of School Property
  - iii. Conduct on Buses
  - iv. Dealing with Sensitive Issues
  - v. Minor Offences
  - vi. Major Offences
- E. Detention
- F. Dress Code
- G. Homework
- H. Information Technology
- I. Personal Possessions

## ACADEMIC HONESTY POLICY (A)

Academic honesty is a primary value at Dubai International Academy. Dishonestly claiming authorship is plagiarism, which is a form of cheating and stealing.

Plagiarism is defined as, ***“taking ideas or writings from another source and presenting them as one’s own”***.

Collaboration in creation is also a primary value at DIA, and the following behaviour is acceptable:

- Discussing an assignment with others for clarification
- Discussing ideas and details in the work in question for understanding
- Exchanging drafts of papers for critical peer review
- Participation in classroom activities pertaining to the writing process: prewriting, drafting, revising, editing and publishing

The following behaviour is considered unacceptable:

- Plagiarism
- Surrendering one’s paper to another student to use without ensuring that the use will be consistent with the provisions of this policy
- Allowing another student to plagiarise one’s work
- Using additional sources when not properly credited and identified
- Assuming the accuracy of the information on a web site without verifying accuracy of that information

### Artificial Intelligence (AI)

DIA upholds the principles of integrity and originality in all academic submissions. The use of artificial intelligence (AI) in academic work must align with these values. Students are permitted to use AI tools for enhancing their learning experience, such as generating ideas, drafting outlines, or conducting preliminary research. However, it is imperative that any use of AI is transparently disclosed and that the final submitted work reflects the student's own understanding and effort. Direct copying or paraphrasing of AI-generated content without proper attribution constitutes plagiarism and is strictly prohibited. Furthermore, students should critically evaluate AI outputs and ensure that their work adheres to academic standards. Misuse of AI tools, including using them to complete assignments or exams dishonestly, will result in disciplinary action as outlined in the DIA academic honesty policy.

### **Consequences of Unacceptable Academic Behaviour**

Whenever a teacher reasonably believes, based upon significant evidence, that a student has plagiarised part or all of an assignment, the teacher shall initiate the following procedure:

- Meet with the subject leader to discuss the specifics of the concern. If they concur that the concern warrants further investigation as an incidence of plagiarism, the subject leader and the teacher will meet with the Head of Year, Deputy Head Academic or Deputy Head Pastoral to discuss the specifics of the incident.
- If all three parties concur the teacher will inform the student and her/his parents that there is a suspicion that plagiarism has occurred.

- If the student acknowledges that she or he has plagiarised, the Deputy Head (Academic) will assign a consequence which is appropriate to the situation.
- If the situation remains unresolved, the Deputy Head (Academic) will meet with the student and teacher at which time the student will present her/his account of the incident. Parents are invited to attend this meeting.
- After considering both accounts of the incident, the Deputy Head (Academic) will inform the student, parents and teacher of this decision.
- If the Deputy Head's (Academic) decision is challenged by the parents or teacher, the incident is referred to the Head of Secondary for a final decision.

## ATTENDANCE AND PUNCTUALITY POLICY AND PROCEDURES (B)

### Introduction:

We aim for an environment which enables and encourages all members of the community to reach out for excellence. For our children to gain the greatest benefit from their education it is vital that they attend regularly, and your child should be at school, on time, every day the school is open unless the reason for the absence is unavoidable.

It is the responsibility of the student to catch up on all work missed in class. Parents withdrawing students from school for any other reason should consider that the classroom experience can never be 'made up' with extra work sent home, and as such, absences have a negative impact on the student's educational progress and may affect their promotion to the next year level.

It is very important therefore that you make sure that your child attends regularly, and this Policy sets out how, together, we will achieve this.

### Why Regular Attendance is so important:

**Learning:** Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any student's absence disrupts teaching routines so may affect the learning of others in the same class.

Ensuring your child's regular attendance at school is the parents' responsibility.

### Promoting Regular Attendance:

Helping to create a pattern of regular attendance is everybody's responsibility - parents, students and all members of school staff.

### To help us all to focus on this we will:

- Report to parents four times in the year on how your child is performing in school, what their attendance and punctuality rate is and how this relates to their attainment.
- Regular communication will be sent out to parents of students whose attendance is becoming a concern.



- Reward good or improving attendance through class competitions, awards and certificates.
- Stress the importance of attendance at parent information evenings and relay the message that poor attendance can affect your child's attainment negatively.
- When attendance reaches a level that may result in serious repercussions, we will offer your child an attendance contract.

## Relevant Definitions

### Excused Absences

The following types of absences **may** be excused if communicated by a parent/guardian. This communication must be shared in advance of the planned absence where possible.

- Illness/Medical – Medical Note Required for **more than one day**.
- Appointment – Confirmation of appointment must be shared.
- Religious or Cultural Observance – Must be communicated in advance.
- Educational Trip
- Approved Sporting Activity

### Unexcused Absences

Absence will be recorded as unexcused for a student in the following situations;

- When there has been no communication from a parent about an absence.
- External Suspension.
- Other types of absences not included in the excused absences list.
- Immediately before and during assessment periods, school examinations IB examinations.
- Requested leave at the beginning or end of a school year.
- When a student's attendance record already includes a high level of unexplained absence.
- Planned travel during the school term.

### **Persistent Absenteeism:**

A student becomes a 'persistent absentee' when their attendance record is a cause for concern. Absence at this level is doing considerable damage to the child's educational prospects and we need parents' fullest support and co-operation to tackle this. Some of the actions that may be taken by the school are:

- 1) Warning letter issued to parents by the school after recognition of on-going absence problems.
- 2) Meeting with parents and student set up to establish circumstances and extend any required support.
- 3) Attendance contract set up between parents, student and school.

- 4) If attendance contract is not adhered to, then the child will be recognised to be in breach on the pre-existing contract and a document will be drawn up to reflect this.
- 5) Failure to abide by the attendance policy of the school will then be considered with regard to non-promotion for the next academic year.

**If your child is absent you must:**

- Contact the secondary school at [sssecretary@diadubai.com](mailto:sssecretary@diadubai.com) and/or [evelynp@diadubai.com](mailto:evelynp@diadubai.com) as soon as possible on the first day of absence and inform us as to why your child is not in school.
- Inform us if the absence is likely to be more than 1 day and obtain a doctor's note if you wish the absence to be recorded as Excused Absence
- Keep us informed on any subsequent days of absence.

**Absence Procedures by the School:**

- Email you on the first day of absence if we have not heard from you.
- Telephone or Email on the third consecutive day of continual absence, unless this period of absence is indicated in the first communication.
- Invite parents to discuss the situation with our Pastoral Leaders or Deputy Head (Pastoral) if absences persist.

**Contingency Absence:**

DIA strongly disapproves of students being removed from school in session (e.g. for vacation purposes). **Up to five days per school year** may be taken as contingency absence for family emergencies or at the discretion of the school. Absence beyond this period will be recorded as unexcused absence.

Contingency leave will **not** be agreed by the school:

- When a student is just starting the school. This is very important as your child needs to settle into their new environment as quickly as possible.
- Immediately before and during assessment periods, school examinations and IB examinations.
- When a student's attendance record already includes a high level of unexplained absence.

If a student takes holiday leave or has unexcused absences for greater than 20 consecutive or 25 non-consecutive days, then this student may be retained within his/her current year level at the end of the academic year, as per KHDA guidelines. Unexcused absence shall be recorded as such on the student report.

**Punctuality Procedures:**

Poor punctuality is not acceptable. If your child misses the start of the day, they can miss work and time with their homeroom teacher getting vital information and news for the day. Late arriving

students also disrupt lessons and can have a negative impact on building required lifelong habits. In order for us to be able to allocate a 'present' status on a student's registration, we would require that arrival at school happens no later than 9:30am – this being emphasized on days when students have scheduled assessments.

DIA requires students to be in their **Homeroom Registration period starting at 7:30am**. If a student arrives between 7:30am and 7:40am they will be marked **late** by their homeroom teacher. If a student arrives after 7:40am, they student must report to the Secondary School Secretary to obtain a late pass and be marked present before entering normal classes. Frequent and/or unexplained lateness will result in sanctions being applied to the student which is outlined below:

If your child is late **3 times in a two-week period** an after-school detention will ensue after the third late:

1. An email will be sent out to inform you of your child's detention and the date.
2. An after-school detention will be given by the Deputy/Assistant Head Pastoral, or Heads of Years on a Thursday at 3:10pm – 4:00pm.
3. If your child receives three detentions per term. A meeting will be requested to determine the next steps for the student.

Excused lateness can be obtained for unavoidable appointments through notification, a day in advance to Secondary School at [sssecretary@diadubai.com](mailto:sssecretary@diadubai.com) and/or [evelynp@diadubai.com](mailto:evelynp@diadubai.com). Proof of appointments should be included in this communication.

### **Early Leave**

In order to maximise learning opportunities for students, we discourage any early leave throughout the academic year. Where possible, any arrangements for appointments e.g. medical, visa should be made outside of school timings. It is the expectation that if any appointments are early in the day, students should return to campus as soon as possible. We do understand that from time to time there will be a requirement for early leave, and should your child need to do so for a valid reason, then the following procedures should be followed;

- Parents/Guardians must Contact the Secondary School Office at [sssecretary@diadubai.com](mailto:sssecretary@diadubai.com) and/or [evelynp@diadubai.com](mailto:evelynp@diadubai.com) to request early leave. The reasoning and specific timing for early leave should be mentioned in this communication. Should the leave be requested for an appointment then proof of such must be provided to approve the early leave. The relevant Head of Year should also be copied in this communication.
- On the day of early leave, the student should pick up an early leave slip from the Secondary School Office which will need to be signed by their class teacher and Head of Year/Deputy Head.
- Lastly, this form will need to be stamped in the Secondary School Office and then presented to security. No child will be allowed to exit the premises without this form. The student should also carry their DIA ID and lanyard to present to security.

The school has targets to improve attendance and your child has an important part to play in meeting these targets. Our target is to achieve 98% attendance which is rated as outstanding by the KHDA; good attendance is the key to successful schooling and high attainment.

### **Those people responsible for attendance and punctuality matters in this School are:**

Colin Leacy - Deputy Head Pastoral  
Daniel Murphy – Assistant Head Pastoral

Evelyn Pakatan - Secondary School Administrative Coordinator  
Heads of Year  
Homeroom Teachers

**Summary:**

All school staff is committed to working with parents and students to ensure as high a level of attendance as possible. Parents have a duty to make sure that their children attend school.

**If your child misses 20 consecutive days or 25 non-consecutive days or more of school in an academic year your child will not be promoted to the next year and will not be allowed to graduate if in Year 11 or 13.**

## BULLYING AND HARASSMENT POLICY (C)

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:

<b>Physical:</b>	hitting, pushing, tripping, spitting on others.
<b>Verbal:</b>	teasing, using offensive names, ridiculing, spreading rumours.
<b>Non-verbal:</b>	writing offensive notes or graffiti about others, rude gestures.
<b>Exclusion:</b>	deliberately excluding others from the group, refusing to sit near someone.
<b>Extortion:</b>	threatening to take someone's possessions, food or money.
<b>Cyber Bullying:</b>	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 a member of staff, for example, their Homeroom Teacher, Subject Teacher, Counsellor, Head of Year, Assistant Head, Deputy Head, or Head of School. They will advise on strategies for dealing with the problem.
- If the above fails, a formal complaint should be lodged with the Deputy Head Pastoral, or Head of Secondary.

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, Head of Year, Homeroom Teacher, Counsellor, Deputy Head or Head of Secondary).
- Facilitating a discussion between the students involved to outline the offence/impact caused by his/her behaviour. This step is due to consent by the student being bullied.
- In absence of a satisfactory response, appropriate disciplinary action, involving the Deputy Head Pastoral or Head of Secondary, is undertaken.

*Disciplinary action includes student contract, suspension, or expulsion depending on the nature and severity of the bullying/harassment. **Cyber-bullying** – even where the incident has been recorded out of school times and off the school premises may result in technology privileges being removed and the administration of aforementioned disciplinary procedures.*

## CODE OF CONDUCT AND BEHAVIOURAL EXPECTATIONS (D)

### 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:

EVERY STUDENT HAS A RIGHT to quality education

EVERY STUDENT HAS A RESPONSIBILITY to:

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

EVERY STUDENT HAS A RIGHT to a positive learning environment.

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

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

EVERY STUDENT HAS A RESPONSIBILITY to:

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

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

EVERY STUDENT HAS A RESPONSIBILITY to treat himself/herself and others with respect by:

- speaking and acting in a socially responsible manner

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

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

- keeping his/her own appearance neat
- following the school dress code

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

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.

## **Care of School Property**

All buildings, equipment, supplies, materials, and books are considered property of Dubai International Academy. Any act of wilful damage to school property is a major offence. This includes writing or defacing furniture, walls, text and library books, or any other school property or equipment, as well as causing any other damage, destruction, or defacement to the school's property. Students who cause such damage will be responsible for all costs to cover repair or replacement, in addition to other disciplinary action which may be taken.

## **Conduct on School Buses**

Whether the students have paid to use the school bus transportation facility everyday to and from school, or whether they are using them for transportation to an after school activity, sports events, excursion or field trip, the expectations described in the **DIA Code of Conduct and Behavioural Expectations** section apply. In addition, students must ensure that:

- They are punctual for their bus arrival time.
- A seatbelt is worn at all times (one belt per student).
- They follow all instructions given by the driver and/or bus monitor.
- They do not swear or use disrespectful or demeaning language.
- Do not play music from their personal devices when on the bus.
- Do not bully or intimidate or harass others.
- Do not fight.
- Do not eat or drink on the bus.
- Only approach the bus once it has stopped and the bus driver or monitor has given permission to board.
- Do not distract the bus driver.
- Litter is removed from the bus when they leave, and then properly disposed of.
- They are aware that they are financially liable for any damage to the bus they have caused.

Failure to abide by these guidelines may result in, after written warning, a student being banned from using the school bus service. In such an event, there will be no reimbursement of bus fees in cases where they have been paid.

## **Dealing with Sensitive Issues**

There are some issues that are considered to be sensitive issues within the context of local culture and are generally topics that are not likely to be discussed in the classroom unless in the context of curricular studies, in prescribed texts, in the case of the teaching of Islamic Education. In the appropriate contexts they are central to learning.

However, the following must be borne in mind during classroom discussions:

- The tone must be analytical, the process clearly that of gathering of information or perspectives and drawing of parallels, or comparative and the student's attitude should be one of critical thinking and respect.
- On no account should any individual promote personal opinions or belief systems in a biased manner, at the expense of balance.

The same goes for tone and register of language, which it should not be possible to interpret as derogatory, inappropriate in content or register, or abusive.

Please bear in mind that the safest course, given the extremely wide and diverse background of students and teachers at DIA, is to anticipate the possibility of sensitivities that may be very different from what a student might be used to in their home country, so if you are not sure be extra careful. Due to the range of cultures represented – please avoid cultural stereotypes and do not present any culture in a negative light.

Another issue is that of "Public Displays of Affection" - they are inappropriate between students in any school, and even more so in the UAE. Students need to understand this, and be aware that such behaviour is not only inappropriate in school, but can also cause considerable offence. We are in a very international setting, but the values of all parties must be respected, and it is important to always be conscious of our host country and culture.

## **BEHAVIOURAL MANAGEMENT PROCESS (E)**

We believe that Early Intervention is the best approach to tackle any behavioural issues in the school environment. In the first incident of a low-level behavioural issue, then the class teacher will employ basic interventions to ensure a positive learning environment for all students. Failing that, students may be given detention (Subject Level Detention) during lunch time for minor offences as outlined above. This will be communicated to the Head of Year and parents from the subject teacher. Three detentions with subject teacher(s) will result in an escalation of the disciplinary measure to the Head of Year (Year Level Detention). Students and parents will be informed in advance about Year Level Detention. A Year Level Detention is recorded on the student's report card and is held after school during Period 8 (3:10pm – 4:00pm). The Head of Year will plan this accordingly with the student/parent. Should a student receive three Year Level Detentions in an academic year, a parent meeting will be requested, and this may result in a suspension.

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 positive, active, purposeful activities/conversations during this time in detention. In that respect individual subject teachers, Heads of Year or the Deputy/Assistant Head Pastoral will co-ordinate such requirement with the students being detained and awarding of relevant detentions will be at their discretion.





Early Interventions			
Responsible:	Offence(s):	Communicated to:	Intervention(s):
Subject teacher HR Tutor	Minor offence: > Lateness to class / HR > Disruption > Incomplete work > Dress code infringement	HoD (optional) HoY (optional) Parents	> One to one talk > Seating plan > Positive pairing > Email home (meeting optional)
Subject Level Detention			
Responsible:	Offence(s):	Communicated to:	Intervention(s):
Subject teacher HoD	> Lateness to class (x3) > Disruption (x3) > Incorrect use of technology (< 3) > Incomplete work (< 3)	Parents HoD / HoY	> Conversation on expectations > Complete work > Reflective activity > Target setting > Email home
Year Level Detention			
Responsible:	Offence(s):	Communicated to:	Intervention(s):
HoY	> 3 x Subject Level Detention > Major Offence: > Consistent minor offences > Unexcused absence in lessons > Academic Dishonesty > Bullying / Disrespect > Abuse / Vandalism > Inappropriate language	Parents Deputy Pastoral Assitant Pastoral	> Subject / Daily Report > Target setting > Meeting on expectations > Email home > Meeting with parents (optional)
Internal / External Suspension			
Responsible:	Offence(s):	Communicated to:	Intervention(s):
Deputy Pastoral Assitant Pastoral	> 3 x Year Level Detention > Major Offence: > Unexcused absence in lessons > Academic Dishonesty > Bullying / Disrespect > Abuse / Vandalism > Inappropriate language > Vaping / Smoking > Physical aggression	Parents Head of Secondary School	> Email home > Meeting with parents > Meeting on expectations > Behaviour contract > Subject / Daily Report > Restorative justice > School counselling session

### 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 unpermitted use of headphones.

**Disciplinary consequences for minor offences may include the following sanctions:**

- Email sent from the teacher to the parent to address the concern. It is expected that this email is acknowledged by the parent and discussed with the student at home.
- 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.
- Repeated incidences of phone usage on school campus (x3 times per term).
- Possession or use of tobacco or related items such as juuls, e-cigarettes, vape, pens, pipes and cigarette lighters.
- Theft;
- Use or possession of illegal drugs and alcohol;
- Major disruption or on-going misbehaviour in the school or on school buses;
- Actual or intended injury or physical aggression to another person;
- Abuse or vandalism of school property;
- Misuse of school facilities e.g. bathrooms, changing rooms etc.
- Possession of weapons or replicas of weapons;
- Deliberate abuse or misuse of the school's IT systems and facilities (see IT Policy);
- Use of inappropriate language or gestures.
- Consistent breach of the DIA Dress Code Policy.

*The above listed offences will be recognized if the student is in attendance in school or outside the school premises in uniform or on a school-authorized field-trip. As students near the school premises are often recognized to be DIA students – and so representing the school – disciplinary measures will also ensue for such offences directly proximate to the school.*

**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 on-going problem; and the consequences that will ensue should the terms of the contract not be met;
- Detention, suspension or expulsion.

All incidents of Subject Level Detentions, Year Level Detentions, Suspensions can be seen under the 'Rewards & Conduct' section of the iSams Parent Portal.

## REWARDS POLICY

Dubai International Academy operates a rewards system linked with the concept of House Points. In order to encourage positive behaviour traits within the student body, all students may be allocated house points which are organized under the following categories;

- Academic Achievement
- Academic Effort
- Creativity
- Leadership
- Demonstrating Respect
- International Mindedness
- School Representation
- Attendance
- Wellbeing/Community Contribution
- Following School Rules
- Supporting Peers
- Other

All incidents of House Points are communicated to parents via email and can also be seen under the 'Rewards & Conduct' section of the iSams Parent Portal. For students in Year 7-9, House Points are awarded in the Student Planner and then updated once per month by the Homeroom Teacher.

## DRESS CODE POLICY (F)

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.
2. Student lanyards are part of the uniform expectations and should be worn at all times.
3. Footwear: White or black socks must be worn with **fully black shoes** appropriate for school. Shoes should be comfortable and reflect a style compatible with the school uniform. Shoes with white soles or coloured logos are not allowed.

4. Skirts should be at least to the knee. Trousers should not be tight-fitting, no shortening of hemlines and students should ensure ankles are covered. Only the Zaks material will be accepted.
5. Shirts should be worn and be visible underneath school jumper at all times. It is the expectation that students should have shirt buttons closed appropriately. Students in Year 12 & 13 may wear their official DIA Polo T-Shirt on Friday only.
6. 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 which takes responsibility for their safety throughout the school.
7. Hoodies are not allowed for any student from Year 7-12. Year 13 students may wear only official DIA hoodies if they wish. The only permitted over-garment is a plain black or navy - neck or crew neck sweater. The only jacket permitted is the official DIA zip jacket available from Zaks.
8. 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.
9. Any tattoos must not be visible. Excessive make up on entry to school, or application within school is prohibited, and any nail extensions or vibrant coloured nail polish is not permitted. Students will be asked to remove this on the spot, where possible. Students may be sent home on that day if an immediate remedy is not an option. Students should keep nails short and may wear neutral coloured nail polish e.g. white, nude, grey.
10. Exaggerated or extreme hair-styles are not allowed. Hair should not be dyed any colour which is not considered a natural hair colour. Long hair should be tied back for the students' safety, particularly in Science and Physical Education classes.
11. If, after reminders from staff, a student does not respect the DIA dress code, then notification will either be sent to their parents from the school as it will have then become a disciplinary matter, or parents will be contacted to collect the student from school if, after repeated requests, the student does not comply with the school dress code. The student will be expected to come to school in the required school uniform.

School uniform is closely monitored by the student's homeroom teacher, alongside all members of teaching staff. All incidents of uniform issues are logged on the iSams portal and should a student receive x3 uniform infringements in a two-week cycle then this would result in a Year Level Detention for the student. Should a student have an issue by where they will not be in full uniform for a valid reason, this must be communicated to the Homeroom Tutor and Head of Year. The student will then need to visit the Head of Year on that morning to collect a uniform pass which would be placed in the student lanyard pouch to note approval.

All incidents of Uniform Infringements can be seen under the 'Rewards & Conduct' section of the iSams Parent Portal.

## HOMEWORK POLICY (G)

The purpose of setting homework in DIA is to reinforce skills and knowledge acquired in subjects during the school day. It may be independent work, which allows the students to extend their own interest in subject content; it may be revision that supports in-class work.

Homework is an integral part of the educational process, particularly Approaches to Learning skills, and will therefore be set regularly in line with the published homework timetable. It is an expectation that students will:

- Organise and record their homework.
- Complete their homework by the prescribed date.
- Develop effective study habits and strategies.
- Work more independently and take more responsibility for their assignments as they reach the Diploma years in the school.

### Supporting Our Students

1. Setting of realistic timeframes for homework completion is essential to supporting students. A homework timetable for each year group is established, and this takes into account published time guidelines and maximises the amount of subjects permitted each week/night.
2. Teachers and Homeroom Teachers support and guide students in the development of their Personal time management skills, in their roles as classroom teachers, consistent with aspects of the Approaches to Learning Area of Interaction.
3. Students are required to plan completion of assignments.
4. Parents are required to support students by regularly checking homework schedules and record keeping procedures.

*Continual late submission of homework will be dealt with according to the DIA Code of Conduct and Behavioural Expectations Policy.*

## INFORMATION TECHNOLOGY POLICY @ DIA (H)

The technology mission statement at DIA is to enable, energise and enhance education. DIA provides access to various hardware and software resources, as well as to the internet. The Information Technology policy at DIA is intended to allow the appropriate use of the technology resources of the school, and students will be encouraged to make use of the internet to support curriculum and research activities, either individually or as part of a group. Students will also be able to access a variety of information sources to which the school has acquired access; including news, selected information databases and holdings from other libraries.

DIA believes that the benefits of having access to the internet are huge for both students and educators, but among the vast resources of content on the internet are materials that are not suitable for school-age children. **It is not appropriate for students or teachers to purposefully locate material that is illegal, defamatory or offensive.** As responsible members of the school community, it is expected that all students and other members of the community will follow and adhere to the guidelines contained within this section.

### Accessing Information Technology Equipment

It is expected that all students will respect the Information Technology equipment with which they have been provided, and realise that using this equipment **is a privilege, not a right.**

Students are encouraged to use the school's computer network and internet connections for educational purposes. Students must conduct themselves in a responsible, efficient, ethical and legal manner at all times. Unauthorised or inappropriate use of the resources, including violations of any of the guidelines below, may result in cancellation of the privilege and further disciplinary action being taken. The school reserves the right to request a student to display content from their personal devices should any misconduct be suspected.

### Acceptable Usage Guidelines

- Students may not enter a computer room unless a teacher is present or unless they have permission to do so;
- The computers may not be used for any other purpose other than as directed by the teacher in charge, and students are responsible for their behaviour and communication whilst using the internet;
- Students should not play games or use any other software unless the teacher has given specific permission for this;
- The use of VPN's is not permitted on student's personal devices within the school network;
- Students are not permitted to use mobile data 'hotspots' to access the internet while on school campus;
- The network and computers may not be used for commercial or profit-making purposes, advertising or political lobbying;
- Students should not tamper with the setup of the computer system or network, and should not seek to cause damage or engage in any unlawful activities, or develop or use any programmes that harass other users, infiltrate other computer systems, or cause disruption to the school's network and computing resources;

- Students should avoid intentionally wasting storage, printing, connectivity or processing resources;
- Students should not seek access to restricted areas of the computer network from within or outside of the school;
- The equipment provided should not be swapped around, e.g., changing of keyboards, mice or other equipment from one computer to another is not allowed;
- Transmission or storage of any material in violation of any law or regulation or school policy is prohibited, including but not restricted to pornography or other material that is obscene, objectionable, inappropriate and/or harmful to children of any age;
- Privacy of communications over the internet and the school network cannot be guaranteed, and may be monitored, reviewed and inspected. Files stored on the school's network may also be subject to review and inspection;
- All communications and information accessible via the internet should be assumed to be privately owned property and subject to copyright. Correct attribution of authorship and reference must be observed at all times, without violation of copyright or other contracts;
- Students must not make use of another person's account/id/username/password, and should not allow other users to utilise theirs, or share this information with other people;
- Students are expected to abide by the generally-accepted rules of network etiquette:
  - Be polite, courteous and respectful in all communications, and use language appropriate to a school situations at all times while using the school's resources, or when interacting with members of the school community,
  - Do not reveal names, addresses, phone numbers, other identifying content or passwords, of yourself or other people, when communicating on the internet, unless approved by the teacher,
  - Do not agree to get together with someone you "meet" online without prior parental approval.
- Should a student hold data on their personal device which is in breach of school rules, or UAE law, the school will request permission from parents to view any relevant material in order to conduct a thorough investigation.

## **PERSONAL POSSESSIONS (I)**

Items of this nature brought to school by students, when not directly related to schoolwork and brought in at the request of a teacher, is done so entirely at the student's own risk. The school cannot promise to devote time or effort to recovering lost or stolen items of this kind or accepting responsibility for any loss or damage that may be incurred. Students must ensure that the materials kept in their school locker is secured with a padlock or combination lock.

### **Money**

It is inadvisable for students to bring in large sums of money without good reason. Where payment has been requested from the school for some matter, then the money should be lodged with the homeroom teacher, secondary school secretary or accounts office upon arrival into school.

### **Personal Electronic Devices and Phones**

Break and lunchtimes are community social times and should be vibrant with positive interactions. Excessive use of personal music players, earphones, gaming consoles or similar electronic devices

during school hours is not permitted, and their presence in school is discouraged and may lead to confiscation of the item.

The school understands that mobile phones provide both parents and students with security and there may be occasions when they are needed for communicating before or after school, but during school hours their use is **not permitted**. Students seen using phones during school hours will have them confiscated. Teachers and/or members of staff on duty at break or lunchtime may confiscate a personal phone device from a student, after which time it will be taken to the secondary school office, to be collected at the end of the school day, 3.05pm. If a mobile phone is brought to school, it should be secured into the student's locker, switched off, until the end of the school day. Repeated issues of phone use on campus will result in a student receiving a disciplinary consequence in line with the behaviour policy.

If parents need to contact the school or their child urgently in the course of the school day, this should be done through the secondary school office or main reception on 04 368 4111 X 3527/3502.