

SECTION 7 STUDENTS

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7.10 Admissions Policy

7.10.2 Date of Application

For admission at the start of the academic year, the deadline for receipt of the application by the school is set annually. Allocation of places according to the priorities above will commence as soon as possible after this date. Applications received after this date or for entry after the start of the school year will be prioritized in a similar manner.

The date of application for the child of an IST teacher will be deemed to be the date the contract is signed.

Revised by the Board, March 27, 2008

7.10.7 Discharge of Students

From time to time, it will become apparent that the school does not have an appropriate educational programme for an enrolled student. This may be so in the case of a severe learning disability, the seriousness of which was not fully apparent to the school at the time of admission. If the professional staff determine that IST's resources are insufficient to meet an individual student's needs that student may be denied continued enrolment. In such a case, the child may be permitted to finish the school year.

7.12 Graduation Requirements

An IST High School Diploma will be awarded to a student when all graduation requirements as defined by the Secondary {Principal approved by the Director have been met.

Definition of grade levels and course requirements in Grades 9 to 12 leading to the completion of the IST High School Diploma will be recommended by the IST Secondary School Principal and approved by the IST Director. The Definition of grade levels will include both the number of courses that must be successfully completed each year and the minimum days of attendance required in each marking period.

Students who do not meet minimum standards and progress successfully towards graduation each year may be dis-enrolled on the recommendation of the Secondary School Principal and approval of the Director.

*Section 7.12. Revised and approved by the Board
December 16, 2009*

7.13 Student Conduct

7.13 Expectations for Student Conduct

IST's approach to student conduct is to support, challenge and inspire students to make appropriate behavioural choices. Students are in the process of learning appropriate conduct and we recognize that students will, on occasion, make inappropriate choices. To the extent possible, managing student conduct is viewed as proactive rather than reactive. IST also takes the view that issues surrounding student conduct can be very powerful teaching tools. Student reflection forms an integral aspect of our approach to discipline, but at times students might participate in a restorative process. Students will be treated with dignity and respect in all matters related to student conduct.

7.13.10 Areas of the School's Jurisdiction

The area of the school's jurisdiction includes school property and its surroundings, school functions other than those held on school property, and all other school-related events including field trips. The school's jurisdiction extends beyond the above if a student's conduct places themselves or others at significant risk.

7.13.11 General Responsibility for Student Conduct

Student conduct is the responsibility of each individual student with age appropriate guidance provided by all members of the teaching faculty and school staff.

If a Board Member is approached on matters of student conduct at the school he or she should ask the complainant to first raise the matter with the appropriate Principal.

7.13.12 Programs to Teach Students About Appropriate Conduct

Each campus will implement age appropriate educational programs aimed at helping students to learn how to manage their conduct in an appropriate manner for an international school environment.

7.13.13 School Response to Inappropriate Student Conduct

Should a student not conduct themselves in an appropriate manner, the school will respond with appropriate sanctions. Inappropriate student conduct is described according to levels. The level of inappropriate conduct depends on the severity of the conduct, the frequency of the inappropriate conduct and on the impact on others. A range of consequences is applied to the various levels of inappropriate conduct and could include loss of privilege, detention, counselling, restitution, suspension and in extreme cases, expulsion.

7.13.20 Expulsion and Suspension

Principals have the authority to suspend a student in consultation with the Director. The decision to expel a student rests with the Director. School fees would be subject to a proportionate refund and any such expulsion or suspension should be brought to the attention of the Executive Committee for informational purposes only.

7.13.30 Use of Intoxicants Including Drugs, Alcohol or Tobacco

Definitions

Substances not tolerated for student use or possession are:

- all tobacco products (and e-cigarettes);
- all alcoholic beverages;
- all illegal and controlled (prescription only) drugs, including but not limited to: cannabis, cocaine and crack, amphetamines, anti-depressants, tranquilizers; hallucinogens, heroin and other narcotics, inhalants and designer drugs.

(This is not applicable to students who are taking medicines as legitimately prescribed by a physician.)

Violations and Consequences

All IST Campuses are non-smoking zones at all times.

The use of intoxicants within school activities interferes with effective learning and inhibits the health and normal development of children and adolescents.

The school will not tolerate the misuse of controlled and/or illegal drugs or any form of substance abuse. The school will impose firm, appropriate and consistent consequences against students who possess, use or sell intoxicants.

The school does not follow a prescribed step-by-step process when students violate the policy on drug and alcohol use. The school takes an individualized and pragmatic approach. However, students found possessing, using or selling the substances defined above will be subject to education and counselling in addition to disciplinary action. Consequences for violating the drug and alcohol policy may include, but are not limited to a written warning, suspension from school (either at home or in school), placement on a continuing enrolment contract or expulsion. The consequence applied to an individual student depends on the willingness of the student to be honest.

- A student suspected of substance misuse has the right to privacy except that in all cases the student's parents or guardians will be informed.
- Given reasonable cause for suspicion, a student's clothing, bags and locker may be searched by two persons one of whom will be of the same sex as the student and one of whom will be a Senior Administrator. Tobacco products, alcoholic beverages, controlled or illegal drugs and drug paraphernalia found in the possession of a student will be confiscated.

- Given reasonable cause for suspicion, a student may be required to undergo drug testing. The drug test will be done in a discreet fashion under medical supervision. Parents shall be informed prior to the drug test and asked to provide consent. In all cases, the school will ensure dignity and privacy for the student.
- A student who has violated school policy on controlled or illegal drugs may be subject to random drug testing for a period of time following the incident.
- The Director retains the right, in consultation with the Chairperson of the Board, to seek the assistance of the Police in cases where the welfare of other students may be at risk.

Reporting of Use of Prohibited Substance

It is encouraged that students, parents, teachers and support staff will report suspected cases of violation of this policy to a school counsellor or a member of the school's Senior Management. It is furthermore expected that students, parents, teachers and support staff will not contribute to the proliferation of unfounded rumours. Any member of the staff who has reason to suspect that a student is in possession of, or under the influence of intoxicants, while on school property, or while participating in any school-sponsored or school-related activity will report this information to the Principal. Additionally, students who have reason to suspect another student is in possession of, or under the influence of intoxicants are encouraged to share that information with a staff member. This information is used to provide the necessary support and guidance to the student in possession of or using intoxicants.

Prevention

All community members - students, parents, teachers, and support staff - have a responsibility to be educated about the dangers of the use of tobacco, alcohol, controlled and illegal drugs. The school's curriculum will each year provide age-appropriate education for all students about the nature of intoxicants, tobacco, alcohol, controlled and illegal drugs and the dangers of their use/misuse.

The school will provide opportunities for teachers, parents, and support staff to learn about these substances and the dangers of their use.

7.13.40 Theft

IST endeavours to provide an environment that is safe and free from theft. Students who are involved in theft will be dealt with on a disciplinary level. Consequences for students involved in theft may include, but are not limited to, suspension, continuing enrolment contract, restitution and/or expulsion.

7.13.50 Searches and Questioning

Searches

School property, including student lockers, and personal property of students may be searched by School officials if there is reasonable suspicion that a student is in possession of illegal substances, weapons, dangerous items or stolen property.

Questioning

The Director and Principals shall have the authority to question students pertaining to infractions of school policy, whether or not the alleged conduct is a violation of criminal law. The Director or the Principal shall inform the student of the reasons for the questioning. The Director and Principals shall make a reasonable effort to question the student in a location out of the sight and hearing of other students. If a student fails to cooperate, lies, misleads or threatens any person during questioning, he or she may be subject to additional disciplinary action.

7.13.60 Possession of Weapons

Weapons are not permitted within the school or within the school's jurisdiction. Students in possession of a weapon will be subject to disciplinary consequences.

7.13.70 Acts or Threats of Physical and or Sexual Violence

Acts or threats of physical or sexual violence are not permitted.

7.14 Harassment Policy

7.14.1 Preamble

A safe and civil environment in school is necessary for students to learn and achieve high academic standards. The creation of a safe environment is central to the philosophy of IST and a fundamental component of the three IB programmes (PYP, MYP, DP). The creation of a safe environment for all children is therefore a key responsibility of every member of the IST community. All members of our school community (staff, both academic and non-academic, students and parents) must share the responsibility for contributing to, and ensuring an environment free of harassment.

Harassment like other disruptive or violent behaviours is conduct that interferes with both a student's ability to learn and a school's ability to educate its students in a safe environment. Since students learn by example, school administrators, faculty, staff, and parents should be commended for demonstrating appropriate behaviour, treating others with civility and respect, and refusing to tolerate harassment.

7.14.2 Purpose of this Policy

- To ensure that all members of our community are aware of what constitutes harassment;
- To advise the community of the school's expectations in regard to ensuring that all cases of harassment are investigated and responded to in an appropriate manner;
- To establish the consequences for those members of the IST community who become involved in the harassment of other people.

The vast majority of our community interacts in a positive and thoughtful manner. However, like any school, we do experience problems. It is important that we all realise behaviour that involves harassment in any form is unacceptable and will not be tolerated by anyone in any part of the school.

It is important that to reinforce positive relationships, we state unequivocally what is acceptable behaviour. This policy document is for all members of our community and is an attempt to create a better understanding of the issues involved.

7.14.3 Definitions

"Harassment" means any gesture or act (written, verbal or physical) that takes place at school or within the school's jurisdiction, and is motivated by any actual or perceived characteristic, such as race, colour, religion, ancestry, language, national origin, looks, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristics.

A reasonable person should know, under the circumstances that the act(s) will have the effect of:

- Harming another person or damaging the person's property, or
- Placing a person in reasonable fear of harm or damage to his/her property, or
- Insulting or demeaning any person or group of people in such a way as to disrupt or interfere with the ability of the individual or the group to participate in the school programme.

Some acts of harassment are one person exercising power and control over another. These may occur as either isolated incidents or as patterns of intimidating behaviours over a period of time. Harassment can be conducted in a face to face manner or via electronic means as known as cyberbullying. Cyberbullying is defined as the use of information and communication technologies—such as e-mail, text messages, instant messaging, and defamatory personal Web sites—to support deliberate, hostile behavior intended to frighten or harm others. IST has adopted the following policy to address this abuse of electronic communication technologies, whether the actions occur at school or off campus.

- Any student who uses a communication device (including a computer) or computer network (a) with the intent to intimidate, harass, or coerce another person, or (b) to use vulgar or obscene language to communicate such harassment, or (c) to threaten illegal acts shall be subject to school disciplinary procedures.
- In any instance in which cyberbullying creates a climate of fear and/or causes a substantial disruption of the work of the school or impinges on the rights of other students, the person committing the act shall be subject to school disciplinary proceedings.

There are many forms of harassment:

- Racial harassment;
- Sexual harassment;
- Gender-based harassment;
- Emotional abuse;
- Physical and or sexual abuse.

Racial Harassment

- Any gesture or act (written, verbal or physical) that targets a person based on his or her race, ethnicity, or cultural heritage, or
- Any action that expresses or promotes racial hatred and stereotypes. It can be obvious or subtle. It can include spoken or written putdowns, gestures, jokes or other unwanted comments or acts.

Sexual Harassment

Any form sexual attention or behaviour from another student, group of students or adult(s) which is unwelcome to the person receiving it.

- Examples may include the following:
- Physical contact such as kissing, patting, pinching or touching in a sexual way; unnecessary familiarity such as deliberately brushing against;
- Sexually explicit conversation;
- Remarks about a person's private life or gender, spreading information of a sexual nature about a person or using such information to humiliate or bully a person;
- Suggestive comments about a person's body;
- Gender-based insults or teasing, including remarks of a sexual nature called out to passing individuals;
- Persistent requests for dates;
- Sexual jokes, abusive language, cat calls, whistles, innuendos or leering, offensive telephone calls or email messages;
- Displays of sexually suggestive or pornographic photographs, pictures, posters, reading matter or objects;
- Sexual propositions;
- Indecent exposure.

Under some circumstances behaviour including any of the above on a single occasion may be regarded as serious harassment, particularly if linked to granting or denying favours.

Gender-Based Harassment

Any non-sexual abusive treatment, intimidation or rudeness which is gender biased. For instance, rudeness directed towards women, when it is not directed towards men in a similar circumstance.

Emotional Abuse

Emotional abuse is based on power and control and examples may include the following:

- Degrading – insulting, ridiculing, name calling, imitating and humiliating; behaviour which diminishes the identity, dignity and self-worth of the person. Examples: publicly humiliating; mimicking a person's disability or accent.
- Terrorizing - inducing terror or extreme fear in a person; coercing by intimidation; placing or threatening to place a person in an unfit or dangerous environment. Examples: threatening to leave, physically hurt or kill a person, pets or people she/he cares about; threatening to destroy a person's possessions; stalking.
- Isolating - physical confinement; restricting normal contact with others; limiting freedom within a person's own environment. Examples: locking a child in a closet or room alone; depriving a person of mobility aids or transportation.
- Corrupting/Exploiting - socializing a person into accepting ideas or behaviour which opposes legal standards; using a person for advantage or profit; training a child to serve the interests of the abuser and not of the child. Examples: child sexual abuse; permitting a child to use alcohol or drugs; enticing a person into the sex trade.
- Extortion - obtaining money or other forms of "payment" from a person by force, intimidation, or undue or illegal power.

Physical and or Sexual Abuse

- Any act which results in a non-accidental trauma or physical injury.
- Physical abuse injuries result from pinching, beating, kicking, biting, burning or otherwise harming a person.
- Physical abuse should be suspected if the explanations do not fit the injury or if a pattern of frequency is apparent.
- Sexual abuse is any act of unwanted sexual activity. Perpetrators use force, threats, or the victims inability to give consent.

7.14.4 The School Community's Expectations

Intervention

- All school community members are expected to be familiar with the school policy on dealing with inappropriate behaviour.
- All school community members are expected to take appropriate and immediate measures whenever they witness any form of harassment. All cases of harassment need to be reported to the appropriate team leader, Vice-Principal or Principal who will decide on a course of action. An appropriate course of action may include a full review of the situation, entry into the student discipline log, contact with parents and possible disciplinary consequences.
- When intervening, all school community members are expected to support any behaviour modification programmes that are being implemented in their section of the school.

Reporting

- All school community members are expected to report alleged violations of this policy to School Leadership.
- Responsibility for receiving complaints alleging violations of this policy resides with the Principal or the Principal's designee.
- All other members of the school community, including students, parents, volunteers and visitors, are expected to report any act that may be a significant violation of this policy.
- Reports may be made in writing or orally; both of which shall be considered official reports.
- Students are expected to report incidents of sexual abuse or harassment to any member of the IST community that they feel comfortable with.

Investigation

- The Principal or the Principal's designee, in collaboration with the school counsellors if necessary, is responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the Principal and/or the Principal's designee shall lead a prompt, thorough and complete investigation of the alleged incident.
- At each school, the Principal or the Principal's designee is responsible for maintaining accurate records of all violations of this policy, the resulting investigation, and any remedial action taken.
- This record should demonstrate efforts to reduce incidents of harassment.

Consequences – Students

Consequences and appropriate remedial action for students who commit acts of harassment may range from positive behavioural interventions up to and including suspension or expulsion.

To determine the appropriate response to acts of harassment, school administrators will consider the following factors.

- The developmental and maturity levels of the parties involved,
- the level of harm,
- The surrounding circumstances,
- The nature of the behaviours,
- Past incidences or continuing patterns of behaviour,
- The relationships between the parties involved, and
- The context in which the alleged incidents occurred.

In the Elementary School

- All school employees are expected to take appropriate and immediate measures whenever they witness any form of harassment.
- The School Principal and the School Counsellor will work collaboratively to ensure a prompt and appropriate reaction.
- The Principal and the Director retain discretion over appropriate remedial action.
- If a student is found in violation of this policy, the consequences will be as laid out in the elementary school document - Consequences for Inappropriate Behaviour at IST.
- If the harassment is considered to be of a particularly serious nature then permanent exclusion from the School may be warranted at the first or second offence.

In the Secondary School

- All school employees are expected to take appropriate and immediate measures whenever they witness any form of harassment.
- The School Principal and the School Counsellors will work collaboratively to ensure a prompt and appropriate reaction.
- The Principal and the Director retain discretion over appropriate remedial action.
- If the inappropriate behaviour is a first offence, the degree of seriousness will be assessed, the students will be interviewed, conferences will be arranged with parents, accurate records of the instances will be kept, mediation through the school counsellors and the Principal of the School will be undertaken and probation and/or suspension will follow.
- A repeat offence will most likely bring about a contract, probation and a possible extended suspension.
- Any further offences may mean permanent exclusion from the School.
- If the harassment is considered to be of a particularly serious nature then permanent exclusion from the School may be warranted at the first or second offence.

False Accusations

Any student or students found to have falsely accused another of harassment are subject to consequences ranging from positive behavioural intervention up to and including suspension and expulsion from school.

7.15 Child Protection

The School believes that every child has the right to be protected from harm and all forms of abuse, including physical, sexual and emotional abuse as well as domestic violence and neglect. The School also believes that no child bears the responsibility for the abuse perpetrated on him or her by another. If a child is harmed, he or she has the right to treatment and support.

Definitions

According to the World Health Organization, “Child maltreatment, sometimes referred to as child abuse and neglect, includes all forms of physical and emotional ill-treatment, sexual abuse, neglect, and exploitation that results in actual or potential harm to the child’s health, development or dignity. Within this broad definition, five subtypes can be distinguished: physical abuse; sexual abuse; neglect and negligent treatment; emotional abuse; and exploitation.”

The School sets out below common definitions of abusive behaviour as specified under the laws of Tanzania.

- **Physical Abuse:** Non accidental physical injury including but not limited to female genital mutilation (FGM), burns, human bites, bruises, lacerations, bone fractures, missing teeth and any internal or head injuries, any of which have been intentionally inflicted.
- **Sexual Abuse:** Exploitation of a child by an adult or a child for sexual gratification, including but not limited to obscene conversation, exposure to pornographic material, exhibitionism, genital fondling, incest, and rape.
- **Emotional Abuse:** Mental anguish and/or chronic emotional pain caused by such things as rejection, isolation, severe humiliation, excessive teasing and verbal assault.
- **Domestic Violence:** Allowing a child to witness violence within his/her immediate environment.
- **Neglect:** Persistent abandonment; failure to provide adequate food, water, clothing, shelter or medical care for a child; failure to protect a child from exposure to any danger which may affect his or her health or development.

Cultural and religious differences

Within the universally accepted norms of human rights framework, culture, religion or tradition can never be invoked to condone any form of violence against children.

Child abuse reporting

All employees of the School have the responsibility to protect students and to act as their advocates in cases of suspected child abuse. If an employee suspects or encounters evidence of child abuse, he or she must immediately report this information to the respective counsellor and/or Principal. If a counsellor or Principal is in any way involved in the suspicions, the employee must report to the Director. If the Director is in any way involved in the suspicions, the employee must report to the Chair of the Board. The Chair shall bring the matter to a Closed Session of the Board.

Response

The School shall take all reports of abuse seriously. In response to suspected abuse, the School shall take reasonable, responsible and legal steps to protect the child. The Principal has a coordinating role and has the additional task of ensuring confidentiality and keeping the Director informed as appropriate. The counsellor is the designated person with regards to student contact.

In all decisions, the protection and safety of the child will remain the foremost concern.

Child abuse prevention

In order to protect the students and staff of the School:

- The School shall conduct a comprehensive verification of previous employment of any applicant.
- The Director shall establish regulations for staff for the prevention, reporting, investigation and follow up of (suspected) child maltreatment, and shall ensure that particular care is taken with respect to the collection of evidence in a confidential matter.
- The Director shall ensure that the School staff is periodically informed and educated regarding the symptoms of child abuse, reporting obligations and appropriate regulations for dealing with such issues in the School environment.

The Director shall periodically undertake a review of policies and regulations in the following areas as part of the effort to prevent child abuse.

- Guidelines for field trips involving overnight accommodation,
- Guidelines for appropriate conduct between students and staff,
- Educational programmes on child protection issues,
- Educational programmes on human sexuality,
- Criteria for screening School volunteers,
- Privacy guidelines.

DATE OF ADOPTION: August 28, 2014

DATE OF IMPLEMENTATION: August 28, 2014

CROSS-REFERENCES:

7.16-7.17 [Placeholders]

7.18

7.19 Confidentiality of Student Records

Central File

The Central File will contain the majority of student records including:

- application materials
- admission and placement tests
- previous school records and reports of a non-sensitive nature
- copies of student reports
- copies of correspondence relevant to the student
- examination results
- references and testimonials
- teacher comment sheets
- counsellor summaries and recommendations
- current Student Personal Record Update Sheet (example attached)

The file will be kept in a secure location with controlled access. It will be open only to Senior Management, teaching and specialist staff, the student and his or her parents.

Students and parents requesting the School to write a confidential reference for the student must sign a form waiving the right of access to that reference.

The file will be preserved for ten years after the student leaves the school after which time it will be destroyed.

Counsellor Notes

The Counsellor's notes constitute a personal record and will be confidential and not open to any other party except at the discretion of the Counsellor. If the issues discussed relate to the overall welfare of the student or the welfare and security of the school and its reputation, then the issues should be discussed with the relevant Principal and/or the Director.

Medical Records

These are to be kept in the Nurse's office with access limited to medical personnel, teachers and SMG, the student and his or her parents.

Sensitive Information Shared by Students

Guidelines covering the handling of sensitive information shared by students with teachers, guidance counsellors, and Senior Managers are laid out in Appendix H.