

# 1. Study Code of Practice and Student Code of Conduct for Ikast-Brande Gymnasium

## 1.1. Legal basis

At Ikast-Brande Gymnasium, the following local Study Code of Practice and Student Code of Conduct applies. The codes have been adopted on the basis of the Ministry of Education's Executive Order No. 1338 of 09/12/2019 on study codes of practice and student codes of conduct, etc. in upper secondary education.

## 1.2. Information procedure

All students and staff at Ikast-Brande Gymnasium are informed about the codes, which are also publicly available on the institution's website.

## 1.3. Purpose of the Study Code of Practice and Student Code of Conduct

The Study Code of Practice and Student Code of Conduct at Ikast-Brande Gymnasium is intended to ensure the best possible conditions for the students' well-being, learning and personal development. The school's core values of "seriousness and unity" guide the behaviour we expect of everyone at the school. To have a respectful and positive dialogue and interaction with other people, and to have a serious attitude towards learning and being active as a student.

We therefore expect our students to

- thrive on academic challenges
- be curious and want to learn
- be well prepared for and engaged in lessons
- immerse themselves and concentrate
- show consideration and respect for others

## 1.4. Structure of the Study Code of Practice and Student Code of Conduct

This Study Code of Practice and Student Code of Conduct is divided up as follows.

- **The Study Code of Practice** (section 2) includes rules and procedures related to student attendance and participation in daily lessons, excursions, study trips, etc. The Study Code of Practice also sets out provisions on absence and describes sanctions for student absence and failure to participate in lessons.
- **The Student Code of Conduct** (section 3) covers student behaviour of a more general nature (e.g. in relation to the physical environment of the school), describes a number of classroom procedures and defines the more general framework for student behaviour, etc. during study trips and excursions.

## 2. Study Code of Practice

### 2.1. Daily lessons

Students must be active in their studies and attend the scheduled lessons as they appear in Lectio. This applies regardless of whether the lesson takes place on or off the institution's premises, including excursions, study trips, etc. The student's study activity involves preparation, attendance and active participation in lessons, as well as the timely submission of written assignments. Students must participate fully in exams, mid-term tests, annual tests and other internal tests, as well as participating actively in other lessons, including independent work and virtual lessons.

There may be changes in the planned lessons at any time, and students are obliged to keep themselves updated on Lectio on a daily basis.

It is always the teacher who is in charge in the classroom and sets the framework for the lesson, including rules on which IT tools may be available.

Students must submit independent written assignments on time and without cheating or engaging in any other improper conduct. See the section on cheating in written assignments.

### 2.2. Duty to attend, non-attendance and non-submission of assignments

Attendance is compulsory for all teaching activities and school events. Holiday may not be taken outside the school holiday periods. All cases of absence and non-timely submission of assignments are recorded digitally, regardless of the reason.

The school ensures clarity and transparency regarding the duty to attend by means of the procedures set out in Annex 1: "In upper secondary school, you have a duty to attend".

Each teacher records attendance of their classes/groups in Lectio at the beginning of the lesson.

When a student is absent from a compulsory lesson due to participation in student council meetings, a rescheduled lesson or other school activities approved by the institution (excursion, sports tournament, study trip, a school special talent programme, exams, etc.), the student is initially recorded as absent and the absence is subsequently credited by agreement with the Principal or Vice-Principal.

Ikast-Brande Gymnasium may, on request and following a specific assessment, exempt a student from some of the teaching in one or more subjects if, due to disability or functional impairment, the student is unable to participate actively in the full teaching of the subject(s), where relevant providing services in accordance with the law on special education, special pedagogical support or education during illness. The same applies to a student who, for other reasons, is temporarily unable to actively take part in all the lessons in one or more subjects. The school has a separate procedure for PE exemptions. See Annex 5.

The school may ask the student for a doctor's certificate as documentation to support the request for exemption. The same applies when a doctor's certificate is needed as other relevant documentation, e.g. of illness. In such a situation, the student must pay the cost of the doctor's certificate.

### **2.3. Written assignments**

Written assignments are created in Lectio and a deadline is given for the assignments. If an assignment is not submitted on time, the teacher will note this in Lectio. The late submission or non-submission of assignments is included in the school management's assessment of students' non-attendance, including in relation to possible sanctions. The school may require an assignment to be submitted electronically in a specific file format or in writing.

### **2.4. Cheating in written assignments**

It is considered cheating if a student wholly or partially copies answers from other assignments, copies from sources without referencing them, or lets someone else write the assignment for them. Uploading incorrect, blank or illegible documents is also considered cheating.

A student who "lends" their assignment for copying is also guilty of improper conduct. If a student has cheated in a written assignment, the following sanctions will be imposed:

- The assignment is declared invalid and an educational reprimand is issued.
- In the event of a repeat, the student receives a verbal or written warning, depending on the nature of the cheating.
- If further cheating occurs, the student may be expelled from the programme as a consequence.

Regarding cheating in exams, please refer to the rules for "Exams and Tests" on the school website.

For the IB programme, please also refer to the IB academic integrity policy, which describes the rules for academic integrity in the IB system, including the definition of cheating in the IB system, as well as sanctions in the event of cheating. IB students are sanctioned if the school's policy on cheating is breached, including the school's IB academic integrity policy (Annex 6).

## **2.5. The school's handling of non-attendance**

The school takes action against neglect of duty based on a specific assessment in each case. See elsewhere on handling of non-attendance in Annex 1 and below under points 4 and 5. If the student is under the age of 18, the parents/guardians will be informed in the event that a written warning or sanction is issued.

In the event of persistent non-attendance following a written warning, the school will apply the following sanctions:

- Referral to take an exam in one or more subjects under special conditions (STX)
- Forfeiture of the right to receive the state education grant ("SU") – only applies to students entitled to SU
- Forfeiture of the right to sit an examination in one or more subjects
- Expulsion from the programme

## **2.6. Refusal of progression to the next year**

Ikast-Brande Gymnasium has the option of refusing a student progression to the next year in accordance with section 10 of the Ministry of Education's Executive Order No. 1077 of 13 September 2017 on study codes of practice and student codes of conduct, etc. in upper secondary education.

Students' progression to the next year is conditional on satisfactory learning outcomes. At the end of the school year, the school assesses each student's continuous assessment mark and learning outcomes.

HF and STX students are entitled to progress with an unweighted grade point average (GPA) of 2.0 in continuous assessment marks, official exams and internal tests. With a grade point average below 2.0, students may be refused progression.

At IB, separate rules apply regarding progression from pre-IB to IB and from 1st IB to 2nd IB, and special conditions apply concerning a student's right to be enrolled for an examination. See Annex 6.

## **2.7. Rules on the use of computers, tablets, mobile phones, etc.**

When a student uses a computer, tablet or other electronic device in class, it should be for the student's own benefit and not at the expense of the student's own learning or that of others. Electronic devices may only therefore be used for educational purposes, such as note-taking and other academic work during lessons, where the teacher has given permission. Other software may not be open unless it is part of the lesson. The student may not be online, e.g. access social media, browse the Internet or have other programs open. Activities on electronic devices in the classroom that are not relevant to the teaching are unacceptable.

- The teacher may decide that all or particular electronic devices should be switched off for a shorter or longer period.
- During lessons, mobile phones must be kept in the students' bags or in the mobile phone lockers in silent mode, unless the teacher permits otherwise.
- The teacher has the right to check at any time whether a student using a computer is violating the code of conduct.
- All web traffic is logged, so web usage can be tracked.
- You must always use your own personal username and password when connecting to the school's network, Lectio, Microsoft, etc., and you may not disclose usernames or passwords to others.
- When using school computers and printers, do not connect or remove external devices such as external hard drives and USB keys. In the technical installations, do not remove or move cables unless agreed with the school's IT coordinator.
- Do not attempt to gain access to those parts of the network which users are not authorised to use.
- Do not download or stream films on electronic devices, unless this is part of the lesson.
- It is not allowed to set up a shared (ad hoc) wireless (wifi/bluetooth) network connection on computer, Padlet or mobile phone on school premises, whether for internet use, audio or printers.
- File-sharing software may not be used on school premises, unless this is part of the lesson.

In the event of violation, the following sanctions may be imposed:

- The student's right to use a computer, Padlet or mobile phone at school may be revoked or restricted.
- In particularly serious cases, the student may be expelled from the school and/or reported to the police.
- The student risks being fined or, in particularly serious cases, imprisoned as a result of illegal actions taken using electronic devices and networks.

### **2.8. Loaning of teaching materials to students**

All loans of teaching materials are registered by the school. Students should write their name and class in the books. Apart from that, no writing is allowed in the books. All loaned books must be returned when requested by the school book administration. Unreturned or damaged books must be paid for by the borrower at prices set by the school. The replacement price is usually equal to the price of the book when bought new in a bookshop. If a student has not returned or paid for borrowed books after the school has called for them, the case is referred for debt collection.

## **3. Student Code of Conduct**

Students at Ikast-Brande Gymnasium must always observe general standards of good order and community and behave respectfully towards each other and towards the school board, management, teachers and other staff. This also applies when expressing yourself in writing – including digitally and on social media. In addition, students have a duty to comply immediately and faithfully with specific instructions given verbally or in writing by school staff in order to maintain or restore good order at school.

At Ikast-Brande Gymnasium, the following rules apply regarding good order and community:

### **3.1. Bullying**

Any form of bullying is unacceptable and will not be tolerated. Please refer to Ikast-Brande Gymnasium's anti-bullying strategy in Annex 2. All students are expected to contribute to a good study environment in each class. Behaviour that has a negative impact on the study environment will not be accepted.

### **3.2. Photo and video recordings**

The photographing and videoing of teaching activities – including the sharing/dissemination of photos/videos – is not permitted, unless specifically agreed with the teacher. The photographing and videoing of other activities at school may only take place with the agreement of the school management.

Conversations with school staff may not be recorded without consent. Regarding recordings for exams: See the Executive Order on examinations.

### **3.3. Behaviour at school**

Noisy behaviour is not accepted. In the corridors, all behaviour must be considerate towards lessons taking place in the classrooms, e.g. group work must be carried out quietly. In the open work areas, peace to work must also be considered.

### **3.4. School facilities**

Students must treat the institution's premises, areas, facilities and equipment properly and with care, which includes participating in individual and collective tidying up.

### **3.5. Tidying up**

In classrooms, after the 4th module students must hang up their chairs before leaving the room. Everyone is responsible for removing their own rubbish from the room and depositing it in the waste containers. The teacher is usually the last to leave the room and makes sure that the room is tidy and the blackboard clean.

### **3.6. A smoke-free school**

There is no smoking at Ikast-Brande Gymnasium. This means that smoking is prohibited at all times, both indoors and outdoors at Ikast-Brande Gymnasium, and that smoking is also prohibited outside the school grounds in connection with school arrival and departure, changes between classes and school activities outside the institution such as excursions, study trips and the like.

The ban applies to all tobacco and nicotine-related products, such as e-cigarettes, snuff and chewing tobacco.

### **3.7. Alcohol and drugs**

The consumption of alcohol and drugs is not permitted during regular school hours or in connection with other school activities. Consumption or possession of any narcotic drug is illegal and may result in expulsion. The school may ask a student to voluntarily take a test for alcohol and other intoxicants. Also refer to the school's paper "Rules and code for parties, cafés, etc., cf. annex. 4."

### **3.8. Lost items**

The school has no responsibility for lost or abandoned items. Money and other valuables should not be left in bags, coats, etc.

**3.9. Liability to pay for damage**

Students are responsible for their own actions and are subject to the general rules on payment for damage. This means that students are liable to pay for any damage if they destroy school furniture, property or anything belonging to other students or staff. The same applies when students are on excursions, study trips, etc.

**3.10. Threats, violence and theft**

If a student makes threats at school, steals at school, commits violence or any other form of crime at school, the student will normally be expelled and a police report may be made.

**3.11. Extreme and fundamentalist attitudes**

It is not permitted to encourage or influence extreme or fundamentalist attitudes and behaviour contrary to the educational objectives, or any other behaviour which may promote such attitudes and behaviour, including promoting social control of other students contrary to the educational objectives.

**3.12. Study trips and excursions**

When participating in study trips and excursions, all students are required to read and sign the specific rules for these in Annex 3. For students under the age of 18, a parental signature is required.

**3.13. Student behaviour outside the institution**

Ikast-Brande Gymnasium's Student Code of Conduct also covers students' behaviour outside the institution, i.e. in their free time, if the behaviour has a direct influence on the teaching environment at Ikast-Brande Gymnasium.

## 4. Procedure for school intervention against students' violation of the rules

If the Study Code of Practice and Student Code of Conduct at Ikast-Brande Gymnasium is violated, the following procedure will be initiated:

- In the case of minor infringements, a verbal or written educational reprimand is issued and recorded.
- In other cases, the school may issue the student with a written warning. A written warning normally lapses after one year, unless otherwise stated in the specific decision in each case.
- However, warnings issued to a student for committing, aiding or abetting cheating and similar improper behaviour do not normally lapse.

## 5. Sanctioning of breaches of the Study Code of Practice and Student Code of Conduct

A written warning is normally issued before one of the following sanctions, which are applied in the event of repeated violation of the school's Study Code of Practice and Student Code of Conduct. In particularly serious or repeated cases, the school may impose a sanction without prior written warning.

- 1) Total or partial exclusion from specific events or activities, or from types of event or activity.
- 2) Temporary exclusion from lessons for up to 10 school days. The school will record the student's absence during the exclusion as regular absence.
- 3) Ban on the student bringing in and using, during a specified period, particular personal objects or types of object, including mobile phones and similar communication devices, whilst at school and during lessons, if, and to the extent that, this is justified on grounds of good order or pedagogy.
- 4) Confiscation for a maximum of 24 hours of one or more of the student's personal items, including mobile phones and similar means of communication. The school's initiation of confiscation requires the student to hand over the item in question to the institution. The student is obliged to immediately hand over to the institution the item(s) that the institution has decided to confiscate. If the student does not comply with this obligation, the institution may decide to apply an appropriate sanction. However, this does not exempt the student from the obligation to hand over the item. For practical or pedagogical reasons, the institution may stipulate in the Study Code of Practice and Student Code of Conduct that confiscation may extend beyond the time when the institution's service ends.
- 5) Referral of the student to take an examination in one or more subjects which can be completed by means of an examination at the current level in the current year, regardless of whether the student has been selected for examination in the subject or subjects. This applies in particular to serious or repeated cheating or similar improper conduct.
- 6) Forfeiture of the right to sit for an exam in one or more subjects that complete(s) the relevant school year. The exam in the subject(s) concerned must be taken the following year if the institution decides that, despite one or more missing exams, the person concerned may progress to the next year.
- 7) Expulsion from school and transfer to another institution for the student to complete their education there. Transfer to another institution is subject to prior agreement between the sending and receiving institutions.
- 8) Expulsion from the programme.

- 9) As part of the processing of a case in accordance with these rules, the school may decide to temporarily expel (suspend) the student concerned or to temporarily restrict the student's access to the school while the case is being investigated.

Temporary expulsion (suspension) or temporary restricted access to school is possible in the following situations:

- 1) Situations where it is considered necessary in the interests of the general sense of justice at the institution regarding compliance with the institution's Study Code of Practice and Student Code of Conduct. This may be the case, for example, where the police have been informed that the student has committed a violent, threatening or otherwise unlawful act which may have a direct impact on the good order and community of the institution and might lead to permanent expulsion.
- 2) Situations where this is deemed necessary in order to maintain good order and a safe environment at school.

### **Conditional sanctions**

Ikast-Brande Gymnasium may decide that a specific sanction will only be imposed if the student violates the rules again within a specified period.

The school may also set conditions for a conditional sanction that is pedagogically justified, e.g.:

- 1) Within a specified period of time, the student must remedy the damage caused by the student's breach of the Study Code of Practice and Student Code of Conduct.
- 2) Within a specified period of time, the student must satisfactorily complete certain activities and the like that are appropriate for preventing the student from repeating the violation or other relevant violations of the Study Code of Practice and Student Code of Conduct. The aim may also be for the student and any wronged students, staff or others to be reconciled through mediation.

**This Study Code of Practice and Student Code of Conduct has been adopted by the Board of Directors in December 2022**

## Annex 1

### **In upper secondary school, you have a duty to attend**

#### **Upper secondary students are required to be active**

The Ministry of Education has specified that all students have a duty to attend and actively participate in classes. Similarly, all students have a duty to hand in written assignments on time. There are many obvious reasons for these requirements. Firstly, it is much easier for students to keep up with lessons when there is no absenteeism. Secondly, it disrupts the teaching for the rest of the class when students are absent from too many lessons and then subsequently fail to understand the material.

The FAQ below outlines how Ikast-Brande Gymnasium meets the Ministry of Education's requirement that you participate actively in classes and hand in your written assignments. Selected paragraphs from the legislation are reproduced on page 4 of this text.

#### **How often are absences calculated?**

Normally, your absence is calculated over a period of the past 5 weeks. This period may be shorter or longer, depending on holidays and travel weeks, among other things.

#### **How do I inform the school when I am absent?**

When you are absent, it is important that you enter your reason for absence in Lectio under the tab "Absence" – "Reasons for absence". Your reasons for absence will help the school form a picture of why you have been absent. If you fail to register a reason for your absence, the school will conclude that you are simply truant.

There is no distinction between legal or illegal absence, but some special reasons for absence are accepted. In the absence system, it is possible to indicate the reason for your absence. 'Forsvarets Dag' (conscriptio examination) and illness are examples of acceptable reasons for a higher level of absence during the period in question. Driving lessons and dental visits are not acceptable reasons for a higher level of absence. The set absence limit allows sickness or absence with a valid reason for a limited number of lessons.

#### **What do I do if I am sick for a prolonged period?**

If you are sick for a prolonged period, you should contact your student counsellor with information on why you expect to be absent for a prolonged period. This could be because you have mononucleosis, pneumonia, coronavirus or other conditions that require a prolonged sickness absence. The student counsellor will register you on an 'exemption list' so that you are not sanctioned for your long-term illness. You must contact your student counsellor when you recover so that you can be removed from the exemption list.

Student counsellors and management may at any time ask you to present medical records documenting your course of illness. It is your responsibility to obtain such documentation and pay any associated costs.

### **What should I do if there are specific reasons for my high level of absence?**

If there are specific reasons why you are frequently absent from school, e.g. mental or physical illness that makes it difficult to have a normal school day, the school management and your student counsellor must be informed, and documentation from your doctor/psychologist must be provided describing the challenges you have and why these make it difficult to have a normal pattern of absence. In such cases, you will be considered an 'exempted student', and the student counsellor and your head of education will assess your absence on an ongoing basis, but you will be allowed to exceed the absence limit that applies to other students. Every 5 weeks, your absence is assessed by the student counsellor and the school management with a focus on whether it still makes sense for you to be a student at the upper secondary school. If your absenteeism is so high that the school considers your academic gain to be minimal, the school will invite you for an interview about leave or other possibilities to complete upper secondary school under special conditions, e.g. through an extended programme, switching to a school that offers single subjects, etc. Your placement on the list does not mean that you are allowed limitless absenteeism. On the contrary, the school can demand an end to your education at any time if they believe that this is better for you.

### **Can any absences be approved?**

The school can only approve absences in very special cases. For example, there are special guidelines for sports students and for participation in school activities, such as a student council meeting. You will receive specific information from your sports coordinator or head of education if these guidelines apply to you.

Please note, however, that if your participation in school activities is considered by the school to weaken your academic level, the school will inform you accordingly. If you choose to continue attending e.g. student council meetings, you will be recorded as absent.

### **How many absences can you have before sanctions are applied?**

In principle, the school will react if absence exceeds 5–10% in the last five weeks of teaching. The school will respond to a lower rate if, for example, you are continuously late or absent from morning classes, while a higher rate will be acceptable in cases where you have cited illness or another legitimate reason for your absence.

### **How many written assignments do you have to not hand in before sanctions are applied?**

For upper secondary school, all assignments must be submitted. In principle, the school will react if you fail to hand in two assignments. You may also face a sanction in other cases – e.g. if you have uploaded blank documents, plagiarised, or repeatedly submit assignments late.

### **What happens if you submit late?**

The school's submission system automatically registers if your assignment is submitted late. This registration can only be changed when your teacher actively steps in and moves the tick from "submitted late" to "submitted". The easiest solution is to hand it in on time. That way there will never be any problems. If you hand in late, you must accept that the assignment will be returned when it fits in with the teacher's other commitments. It is also your responsibility to make the teacher aware that you have now handed in the assignment(s) that you did not hand in on time.

Only then can you expect the teacher to change the registration. If you do not actively contribute to changing the registration, this could lead to a summons to class detention and sanctions being applied on an incorrect basis.

Handing in late is only acceptable when there are special reasons for the delay that the teacher is aware of and has accepted. If you repeatedly hand in late, this could lead to a written warning.

### **What sanctions could be involved?**

In the case of excessive absenteeism, the following sanctions will come into play in the order mentioned:

- A conversation with your student counsellor drawing attention to the absence.
- A verbal warning (pedagogical reprimand) in case of physical absence.
- A conditional sanction in the form of a summons to "writing prison 1", in case of failure to submit written absence.
- A verbal warning (pedagogical reprimand) and summons to "writing prison 2", in case of written absence.
- A written warning

If the absence continues, the following sanctions will come into play, in the order that the school deems appropriate to give the student the best possible chance of completing upper secondary school:

- Referral to take an exam in one or more subjects under special conditions (STX)
- Forfeiture of the right to receive the state education grant ("SU") – only applies to students entitled to SU
- Forfeiture of the right to sit an examination in one or more subjects
- School contract
- Dismissal

### **Who receives the sanction and how is it communicated?**

If you are under 18, sanctions are sent to your and your parents' e-Boks (does not apply to foreign students whose parents do not have access to e-Boks). If you are over 18 and have not consented to the school contacting your parents, the sanction will be sent exclusively to your e-Boks.

### **How long does a sanction last?**

In principle, a sanction applies for the rest of the school year in which it is given. In special cases, however, the sanction may carry over into a subsequent school year. Conversely, an exclusion from receiving SU as a result of your lack of study can be changed after a shorter period if you change your attendance pattern and hand in your written assignments on time.

## Annex 2

### **Anti-bullying policy for Ikast-Brande Gymnasium**

At Ikast-Brande Gymnasium, unity is a core value, and our concern is that all students should thrive. We believe that well-being is a prerequisite for learning and development. At IBG, everybody is responsible for creating a good community, including a good digital community.

This requires room for diversity and respect for individuals.

This means objecting to any kind of bullying, including digital bullying, whether you are involved or whether you observe that others are involved.

In order to combat all forms of bullying, we must clarify what we mean by bullying. It is also important for you as a student and teacher to know what to do if you encounter the phenomenon at school.

We understand bullying as exposing another person to degrading and abusive treatment. It may be physical, verbal or over digital media. Bullying is not a conflict but an assault.

At IBG, we have the following framework for lessons to ensure individuals' well-being and prevent bullying:

- The teacher is present in the lesson and attentive of you as a student and of the social interaction between the students. The teacher intervenes if there are signs of bullying.
- Each class has a class teacher, and well-being interviews are held in all classes with all new students within the first month.
- Annual well-being surveys are conducted at the school.
- The school's Study Code of Practice and Student Code of Conduct support a positive and good teaching and learning environment for each student.

We expect that all students show social responsibility. This involves:

- Everybody talking to each other nicely and refraining from using crude or hurtful language.
- Avoiding making unnecessary comments in or outside lessons and stopping gossip.
- Awareness that the written word on social media, e.g. Facebook, or in text messages is more easily misconstrued than what we say to each other.
- Showing tolerance and goodwill towards others and respecting diversity.

If, against all expectations, you, as a student, encounter bullying at IBG, there are a number of things you should do.

- Try to distinguish between nonsense and what is serious in the situation.
- Object if you believe that the case is actually an incident of bullying. Everyone has a duty to provide information about any bullying.
- Be sure that the problem is addressed by going to your teacher, your student counsellor or the school's management.
- If possible, document the bullying problem.
- Support those who are bullied.

Teachers, student counsellors and the school's management will then act to resolve the problem. In each case, within 10 days, a specific action plan of measures to effectively bring the problem to an end will be drawn up. Bullying may result in a warning or the expulsion of a student, as bullying contravenes the school's fundamental values, see the school's Study Code of Practice and Student and Code of Conduct.

## Annex 3

### **Study Code of Practice and Student Code of Conduct on study trips**

Travel activities are school activities and everyone must therefore participate in the entire academic programme. Planned activities are mandatory, and meeting times must be observed. All participants on an excursion or study trip are representatives and role models for IBG, and in this context they must observe the school's Study Code of Practice and Student Code of Conduct. We expect that everybody is committed and actively assumes responsibility for ensuring that everyone has a good trip.

Particularly in relation to excursions and study trips:

- everybody respects the rules and standards that apply to the places we visit and generally behaves as sensible guests in another country/destination.
- students' movements beyond the set programme are their own and at their own risk. It is therefore emphasised that no students must be alone; they must always be in pairs, at least.
- Bringing, buying/selling or consuming psychedelic substances are grounds for being sent home.
- Alcohol must not be consumed in connection with study trips and excursions
- If you are unable to participate in the academic programme of the study trip due to illness or otherwise, you must notify one of the teachers leading the trip in good time, before the set programme commences.

Decisions, among other things, made by the teachers leading the trip during the course of the trip must be complied with. It is also the teachers leading the trip who decide whether an offence is so serious that it leads to a student being sent home at their own or their parents' expense (i.e. without subsequent financial compensation). The teachers leading the trip decide the quickest way home, which is normally by plane.

The upper secondary school is covered by the national self-insurance scheme and is therefore not allowed to take out insurance for students. Students are not insured through the school, whether in respect of travel insurance, cancellation insurance, accident insurance or medical/home transport insurance. It is a requirement that the student takes out health/home transport insurance through their own insurance company. It is also a requirement that the student has cancellation insurance, either through their own insurance company or through the travel company chosen by the school.

For good measure, the school must have the student's signature promising to abide by the mentioned rules. Students under the age of 18 require a signature from their parent or guardian.

If there is information about a student that the trip's teachers should know about e.g. illness/diagnosis, medication use, special family circumstances, etc., please give details here:

I/we understand and accept the above rules and confirm that I want to go on the study trip. I agree that the deposit and any balance will be forfeited if I do not participate in the study trip due to moving, terminating my education, force majeure or other reasons.

I/we confirm that it is the responsibility of the home to ensure that the student brings a valid passport or other equivalent documentation, a visa if required and valid health insurance cards (both yellow and blue).

Regarding COVID-19/coronavirus: I/we agree that if the student has not been vaccinated/becomes a close contact or other corona-related problems arise, all trips are at my/our own risk and expense. Among other things, this means that I/we must pay for any extra hotel room for isolation, extended stay or own transport home. It also means that I/we will comply with entry restrictions and other restrictions during the stay at the destination.

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

Name in capital letters: \_\_\_\_\_ Class: \_\_\_\_\_

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

Parent/guardian signature (for students under the age of 18):

\_\_\_\_\_



## Annex 4

### **Code and rules for holding parties, cafés, study trips and other social events in youth education programmes.**

#### **Background**

As part of the general education project we perform at the gymnasium, the gymnasium holds various events with academic, formative and social aspects. This includes study trips, music cafés and parties. These must be inclusive and take place in a spirit of community. Everybody must be able to participate and contribute.

You cannot do this if alcohol consumption becomes dominant. Therefore, through the uniform framework of this mutual code, the gymnasium ensures that the community takes priority in all activities at the gymnasium.

With this code, we want to provide a framework for social activities with limited alcohol consumption in a way that is consistent with the school's values.

#### **Code**

Alcohol is not allowed during ordinary school days at the gymnasium. Introductory trips, excursions and study trips are part of normal school life and therefore alcohol consumption is not allowed. Exemptions are only granted for specific activities listed below.

#### **Parties and cafés:**

There are a maximum of 4 parties per year at the school, in addition to a gala party for the school's graduating students.

In addition, cafés, musicals and graduation ceremonies are held, where alcohol may be served on a limited basis.

The following also applies:

- The planning and running of the Friday cafés and parties are the responsibility of the Café Committee and the Party Committee respectively in collaboration with the Vice-Principal.
- It is the responsibility of the committee to ensure that café events and parties are run in a way that is satisfactory for both students and the school. If one or more members of the committees fail to fulfil the above responsibilities, the school management may revoke their membership of the committee.
- All gymnasium parties are closed parties.
- There are always responsible personnel present at parties and other events.
- Free water is always available at gymnasium events.

- Students who, upon arrival or by their behaviour at the party, show that they have consumed too much alcohol, will be sent home.
- Students' homes will be contacted if students are sent home from parties.
- Alcoholic beverages exceeding 5% alcohol content are not served at parties at the upper secondary school.
- Photography and video recording on school premises is not permitted during parties and cafés.
- Bringing alcohol is not allowed.
- It is not allowed to create access to the party for persons who are not students at Ikast-Brande Gymnasium.
- Everyone must follow the instructions given by school staff or by party security.

Expulsion from the party may result in a ban from the next party at the school and a ban from school parties lasting up to one year.

It is also expected that activities which students take part in outside the school and where they appear as representatives of the school are held soberly and properly. The school is not responsible for student behaviour in these contexts, but assumes a responsibility as educational partners in trying to influence students towards good, respectful and reasonable behaviour.

The gymnasium particularly seeks, through providing information, to affect students' mutual communication about alcohol and events on social media etc. so that this communication is as inclusive as possible and expresses that everyone is welcome in the community.

## Annex 5

### Procedure for exemption from PE at Ikast-Brande Gymnasium

- based on the *Guidance on total or partial exemption from physical education in the stx programme – June 2018*

	Partial exemption	Exemption	Total exemption
<b>Examples of injury types</b>	Sprained joints, muscle fibre injuries, broken bones, minor concussion.	Cruciate ligament injuries, complicated fractures, gout	Blindness, arthritis, paraplegia, amputation, muscular dystrophy.
<b>Scope</b>	Injuries/conditions with expected short recovery time (weeks)	Injuries/conditions with long/uncertain recovery time (months)	Disability or permanent impairment (years)
<b>Medical documentation</b>	Not necessary	A doctor's certificate/exemption statement is prepared for the student. This is paid for by the student. The exemption statement should state: <ul style="list-style-type: none"> <li>• Extent of the impairment/injury</li> <li>• Whether the student can participate partially in the practical part of the subject – e.g. can run but not participate in contact sports.</li> <li>• The time perspective of the injury – i.e. when is it estimated that the student will be able to participate in classes again without restriction.</li> </ul>	The student is provided with a medical/exemption statement describing the disability.
<b>Administrative practice</b>	The programme is agreed with the PE teachers.	The student hands in the exemption statement to the office.  The Vice-Principal approves the exemption, and the office sends a letter to this effect to the student and the student's physical education teachers.	The student hands in the exemption statement to the office.  The Vice-Principal approves the exemption, and the office sends a letter to this effect to the student and the student's physical education teachers.

<b>Consequence</b>	The student arrives at lessons <b>changed</b> and participates as much as possible – both practically and theoretically. The level of participation of the student will be agreed with the relevant PE teachers.	The student arrives at class changed (if practical). The student actively participates in the theoretical aspect of the course and in the practical part – to the extent that this is stated in the doctor's instructions.	The student is told in the case of exemption that they must take a substitute course. The subject is chosen by the school and the school decides in which year of the programme the replacement subject will be placed.
<b>Marking</b>	A continuous assessment mark is awarded if, according to the school's specific assessment, the student has met the subject's objectives through sufficient participation in lessons.	A continuous assessment mark is awarded if, according to the school's specific assessment, the student has met the subject's objectives by participating to a sufficient extent in the lessons.	None, as the student does not take the subject.
<b>The exam</b>	If the injury occurs close to the exam and is of such a nature that the student cannot take part in the practical part of the exam – either due to a risk of aggravating the injury and/or because the injury prevents the student from meeting the academic objectives of the subject – the student will attend a re-examination.	Students who cannot be assigned to a substitute course and who cannot attend the practical part of the teaching and thus the practical part of any examination (or re-examination) will follow the practical part of the teaching without physically participating.  In this way, the student can acquire knowledge of the practical part of the subject, the theoretical material as well as the theory/practice link that will be included in the oral part of the exam.  The student does not take part in the practical part of the exam, but in an individual oral test for the entire allotted test time (approx. 24 min.)	No exam in physical education.



## Annex 6

### **Special rules and guidelines for IB**

Separate rules on cheating and academic integrity apply for IB. The rules for academic integrity are set out in the school's IB academic integrity policy, which is as follows:

### **Academic integrity policy**

#### **What is academic integrity?**

Academic integrity means behaving in a fair and ethical way when producing academic work. At Ikast-Brande Gymnasium, academic integrity is synonymous with a school culture that fosters an academic culture of fairness and honesty.

Staff and students comply with IB rules and regulations for assessment practices. Good academic practice in students is fostered through a continuous focus on producing work that is one's own, crediting sources, citing work correctly, and using social media and IT ethically and responsibly.

#### **Why is academic integrity important?**

Academic integrity is important to maintain fairness in assessment of students worldwide and within our school, to maintain credibility in our academic institutions, including the IBO, and out of respect for those whose works of knowledge we consult to build our own knowledge and perspectives.

#### **How do we foster academic integrity in the IB at Ikast-Brande Gymnasium?**

At Ikast-Brande Gymnasium, we ensure that our students and staff uphold a fair and honest approach to teaching and learning by:

- Teaching students how to cite and reference effectively, how to credit other people's work correctly, how to research effectively and how to produce work that is independent yet may incorporate accurate referencing of sources consulted to build one's argument. These skills are taught and enforced throughout pre-IB and IB DP in separate workshops, within the classroom, in at-home student paper writing, and in practice research tasks such as the history research paper at the end of pre-IB.
- Supporting students in building good study habits, including organised note-taking technique, both on paper and electronically.
- Assessing students fairly and consistently, with students having a clear understanding of the IB curriculum and the IB assessment methods. Practically, students have access to their course overview and the IB course assessment overview, and are continuously formatively assessed throughout the course, with IB mark schemes and rubrics as assessment tools.

- Having a collaborative approach to teaching and learning that ensures that staff collaborate to ensure a balanced and manageable workload for students across subjects, cross-mark for consistent assessment, and support each other in offering rigorous yet supportive academic feedback to students.
- Responding to academic misconduct effectively and consistently in IB exams as well as in formative assessment and in-class work. The school's rules and regulations outline the consequences of academic misconduct on the part of students.

### What is academic misconduct?

Academic misconduct is the act of breaking the rules and regulations regarding fair and honest assessment, either intentionally or unintentionally.

Examples of student academic misconduct include:

- **Plagiarism:** The representation of the ideas or work of another person as one's own.
- **Collusion:** Allowing one's work to be copied or submitted by another student or working together on an assignment that is meant to be submitted individually.
- **Duplication of work:** submitting the same work for different assessment components.
- Accessing the internet during exams or tests when use of social media or the internet is not allowed.
- Receiving 'help' from parents or classmates or online sources to complete an assignment which is then submitted as the student's own work.

### Written examinations

What is not ok?

Examples of academic misconduct include, but are not limited to:

- Possession of banned items such as notes, mobile phones and other IT equipment, exhibiting disruptive behaviour.
- Spending time writing offensive or obscene and/or irrelevant comments.
- Assisting other students enrolled at the same or a different school in committing academic misconduct also represents a serious offence.
- Sharing information about exam questions with people outside your class for 24 hours after you have taken the exam, digitally or otherwise. Remember that everything that is posted or shared online leaves behind a digital footprint and can become public.
- All IB students are expected to inform their school administrators and programme coordinators immediately if an act that compromises the integrity of the examination is identified.

### **How is academic misconduct sanctioned?**

Any academic misconduct has severe consequences.

If a student's work is identified as academic misconduct, the school's rules and regulations come into effect to sanction the student.

In the case of formative assessment elements, the student is given a verbal warning by the teacher and the incident is recorded by the school. Should the student break the rules of academic integrity again, a written warning is issued. In case of a third incident, the student may be expelled, either temporarily or permanently, depending on the nature of the breach of regulations.

If a student submits a summative assessment element (e.g., IA, EE etc.) and is found guilty of misconduct by the school before the work is submitted to the IBO, the work is declared void by the school and an "F" is awarded for the coursework component when sending marks to the IBO, or it is simply registered as a "non-submission". The student may be withdrawn from the IB exams as a consequence or receive any of the sanctions listed above, depending on the nature and severity of the academic misconduct.

Students suspected of academic misconduct by the IBO, either in final exams or in submitted internal assessment work, will be sanctioned if found guilty of academic misconduct. Such a sanction may ultimately entail the loss of the IB Diploma.

### **Admission criteria and refusal of progression to the next year:**

For IB, specific rules apply regarding progression to the next year. Admission criteria and progression to the next year have been laid down in the school's IB admission policy as follows:

#### **IB**

We welcome students from a multitude of backgrounds and educational experiences into the IB programme. However, the IB programme is an academically rigorous course and it is therefore necessary for candidates to reach the following levels before being admitted into the IB Diploma programme:

#### **CANDIDATES COMING FROM DENMARK**

Completed pre-IB/STX 1g/HHX 1g/HTX 1g at IBG or another school to a satisfactory standard. Preferably NV and AP at 4s or above. At least 4 in English, Maths and Danish (if Danish is a subject choice for IB), including at least one written mark of at least 7 in these subjects, e.g. English 7, Maths 4, Danish oral 4, or English 4, Maths 7, Danish 4. The end-of-year Danish history exam must be passed with a minimum mark of 4.

For IBG students, you must have shown consistent good conduct and attitude to learning in your pre-IB year.

The student will have the opportunity to comment before the final decision is made by the headmaster and IB coordinator.

### **Progression from 1i to 2i**

The student's progression to the next year of the IB Diploma is conditional on satisfactory learning outcomes. The student must have shown good conduct in their studies and passed the internal assessments, as well as having achieved pass marks for the year's work in accordance with the IB system's rules for a passed IB Diploma or obtained 18 points in total and a minimum of 3 points in each subject. The student will have the opportunity to comment before the final decision is made by the headmaster and IB coordinator.

The student will have the opportunity to comment before the final decision is made by the headmaster and IB coordinator.

### **Language policy**

For IB, the language of instruction and social interaction is English. Students are expected to communicate in English inside and outside the classroom, and good communication is considered to be communication that is inclusive, considerate and respectful. The school's policy on good language behaviour at IB is set out in the school's language policy as follows:

#### **Language is important in facilitating inclusiveness.**

As an IB school, we recognise that our students have different linguistic backgrounds and that an understanding of, and respect for, these differences is important in creating intercultural respect and a sense of school community.

This language policy is a guideline for how to help pre-IB and IB students overcome language barriers in the IB system, and celebrate and develop their first languages, and the aim is to create open-minded and active learners who respect and embrace each other's linguistic and cultural differences.

#### **Diversity**

IB and pre-IB students at IBG have many different backgrounds. Most students speak Danish as their first language, but others have first languages such as English, German, Spanish, Thai, Lithuanian, Polish, Chinese, etc. Students are encouraged to speak English even outside class. They may speak their first language only if everybody in their group can participate in the conversation.

We never use language to exclude others and we therefore encourage students to also speak English outside the classroom.

At IBG, we encourage first-language learning and encourage students to take Language A in their first language if this is the student's best language. All Danish students with elementary school backgrounds from within Denmark must choose Danish A as their Language A, with the option of combining it with either English A or English B. We also encourage the learning of Danish among our student body of non-native Danish speakers, in particular students who plan to go into further education in Denmark and/or reside in Denmark for an extended period of time. Danish B is offered as a Group 2 language, and a beginners' Danish class is a compulsory part of our pre-IB programme.

### **Language of instruction**

The language of instruction in all classes, except Danish, is English. We therefore recognise that all teachers are not only subject teachers but also language teachers and should set an example for students by speaking English at all times to all students in the IB and amongst each other when non-Danish speakers are present.

### **English in the classroom**

Teachers and students always speak English in the classroom. The language of instruction is English and all discussions, small talk, group work etc. take place in English. The exceptions to this are, of course, Danish, Spanish and German classes, where students are encouraged to speak in the target language to the extent possible.

### **Correcting language**

Language is important when delivering academic content, orally and in writing. We therefore correct language in assignments and in class to facilitate a continuous improvement of the students' level of English, which in turn improves the students' ability to express themselves in a nuanced and academic register.

### **Morning assemblies**

Morning assemblies primarily take place in Danish as we are a Danish school with an IB section. However, contributions by IB staff and students take place in English. Important messages from the administration and teachers that concern IB students are also delivered in English. We make sure that Danish students translate for students who do not speak Danish.

In addition to assemblies for the entire school, we also hold assemblies specifically for the IB students in English, cultivating community among IB learners.

### **CAS**

Students who speak a language to a native level, e.g. Danish, English, Spanish, Japanese, etc., are encouraged to help others improve their skills in these languages and embrace other cultures through learning. Students can register CAS experience for helping other students, e.g. by translating from Danish to English at morning assemblies or by tutoring other students in English, German, Spanish or beginners' Danish after school.

### **Exchanges**

Ikast-Brande Gymnasium tries to arrange exchanges with other IB schools as part of the study trip in DP1. These include Tanzania, USA, Spain and Germany. Our school is also part of Erasmus+, partnering with other European IB schools.

### **Library**

Books in our school library are available in English, Danish, German, French and Spanish. We continue to buy books in different languages as the need arises. Books in foreign languages are also available through the State Library in Aarhus. Our school partners with the local libraries of Herning and Ikast, and students may 'book a librarian' for a personal meeting. The librarian can help students access books from all libraries in Denmark and order these books to the student's home library within a few days. This allows our students to access an enormous variety of research material in all the literary languages available within Denmark.

### **Communication outside the classroom**

The working language in the IB programme is English for both teachers and students. This means that the information provided by school staff to both parents and students, whether in writing or orally, is in English. However, we also recognise that we are a Danish school with many Danish students, and in certain situations we may therefore choose to communicate with Danish parents and students in Danish (e.g. at parent-teacher nights).

### **Students with additional needs**

Danish-speaking students are screened for dyslexia when they start school along with students from the Danish programme. If teachers, parents or students suspect that a non-Danish speaking student might have dyslexia, an appropriate international screening is carried out. Students identified as having dyslexia are given additional support in terms of extra time for assessments and technical aids.

### **Dates for policy review**

This policy will be reviewed every two years. The community will be consulted and the collected data analysed to ensure that the policy both adheres to the IB guidelines and fits the needs of our community.