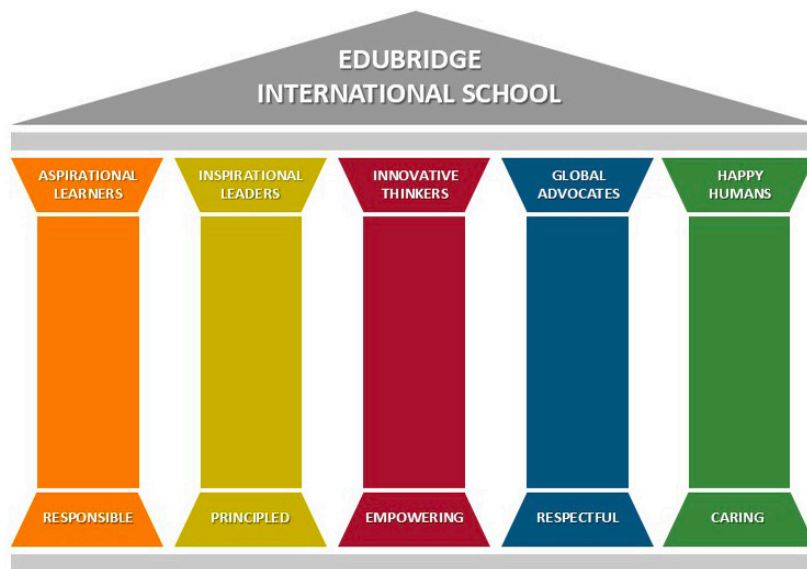




EIS Behaviour and Discipline Policy



GUIDING STATEMENTS

Our Guiding Statements are central to everything we do. That is to say, we use them as a compass to inform our aspirations, actions and decisions.

EIS Vision

Aspirational Learners
Inspirational Leaders
Innovative Thinkers
Global Advocates
Happy Humans

EIS Mission

*Providing well-being
and high-quality learning
in pursuit of varied success
and a better world for all*

EIS Core Values

Empowering
Caring
Principled
Respectful
Responsible



Purpose:

Edubridge International School (EIS) has a behaviour and discipline policy to inform students, parents, staff and outside authorities about the expectations of student behaviour. The purpose is to promote positive behaviours and to promote a school environment that is safe, inclusive, free from bullying, and conducive to learning.

Philosophy:

Edubridge International School is an inclusive school and we believe that all individuals and groups should be treated with respect. Positive behaviours begin with the adults of a school community because adults of all types, including family members, teachers, staff and other significant adults influence the behavioural development of children. Children must be taught that expected and unexpected behaviours have consequences which increase or reduce immediate and future choices. The behaviour policy and actions of adults should focus on the promotion of expected behaviour. However, there should be clear and steadfast rules about the consequences of unexpected behaviour.

Positive and constructive school discipline is accomplished by :





1. Role modelling professional and appropriate behaviour
2. Explicitly teaching appropriate and expected behaviours to students
3. Preventing misbehaviour before it occurs
4. Using effective interventions in response to unexpected behaviours

Positive and constructive school discipline enhances both school safety and academic success. For this to occur, there must be positive relationships between the teachers, school staff, parents and students. The adults must be actively engaged in the lives and learning of the students. EIS's approach to student misbehaviour is non-violent, and it promotes the development of a positive school culture. We emphasise behaviours to be encouraged rather than behaviours to be avoided, and we focus on the benefits of appropriate behaviour.

The bedrock of positive and constructive school discipline is effective and caring classroom instruction. Misbehaviour is minimised when students are actively engaged and enjoying learning, and when lessons are fun, interesting and relevant.

Detailed Considerations:

Edubridge International School promotes positive behaviours. Positive behaviours include those listed in the Learner Profile. In particular, students and adults at EIS strive to be:

-  Principled
-  Caring
-  Communicative
-  Open-Minded

Furthermore, EIS teaches children about sharing and kindness. EIS also emphasises that children should develop a set of personal values that may be informed by family or community values. We also teach children to respect other people's values even though they may be different from one's own values.

Whenever possible, minor misbehaviours should be dealt with by the classroom teacher in a way that minimises the disruption of learning, both to the student or students involved and to the other students. We do not engage in practices or behaviours that are demeaning to students or their families. EIS staff and external facilitators are made aware of behavioural management strategies for promoting appropriate behaviour. We use modern practices that are backed by research.

EIS refrains from old-fashioned practices such as negative point systems, demerits, yellow cards and the like, which cause stress for families and have no basis in behavioural science. We are keenly aware of the importance of social and emotional learning. Every teacher is responsible for promoting a positive social and emotional classroom atmosphere, and we recruit teachers with calm and friendly demeanours who have professional understandings of the need to be compassionate and respectful towards children.

All students are expected to attend school. Chronic lateness or absenteeism is a common problem in schools. When a student exhibits chronic lateness or absenteeism, the homeroom teacher contacts the parents and the school counsellor to get to the root of the problem. An intervention is designed by the student, the homeroom teacher, the parents and the school counsellor to address the lateness or absenteeism and its underlying causes. Lateness or absenteeism is not considered a major disciplinary problem. The following guidelines should help students, teachers, and parents understand the Lateness Policy:

Lateness Policy Guidelines

At EIS, students are expected to attend school regularly. EIS values punctuality and works towards creating an environment of order and discipline. For this purpose, students are expected to arrive on time daily.

Students are expected to be seated in their homeroom for registration at 8:20 am. If a student arrives later than 8:20 am, this will be recorded by the front desk and the homeroom teacher. On special occasions (as approved by the PC) students may be permitted to leave early/arrive late (For example: Visa/passport/doctor's appointments, entrance tests, etc)

In the case where a student must miss school, parents are requested to notify the school as early as possible. The parents have to send an email to the homeroom teacher with a cc marked to the program coordinator notifying the student's absence before 8:00 am.

Attendance is compulsory for all in-school events, field trips and outdoor educational camps organised by the school as they are integral to learning where students get an opportunity to experience and engage with real-world challenges. Parents must seek prior approval from the coordinator if their child cannot attend. Students who do not attend will be marked absent.

For all students from Grades SKG - DP 2:

- 🔔 Students will be marked late if they arrive at school after 8:30 am.
- 🔔 After three lates by a student, the school will alert the parents through an email.
- 🔔 For the fourth late and every subsequent late, the student is required to first report at the front office before proceeding to their classrooms and the parents will be called in to meet the Coordinator for further steps.
- 🔔 The number of lates and absences will be accurately recorded and included on the student's report cards and academic transcripts.
- 🔔 This system will operate over a semester. All students will have a clean slate at the start of every semester.
- 🔔 Students will not be allowed in school if they arrive after 8:45 am.
- 🔔 Appointments with doctors should be scheduled during weekends or after school hours. No student will be allowed to come to school late or leave early unless it is a family emergency or a passport/visa appointment that cannot be postponed. If at all bus students need to be collected at the end of school by parents due to any situation, they can pick up the students from the first stop.

- 🔊 If students are unwell, they should stay at home and rest for the whole day even if there is an assessment/event at school. Students are not permitted to come to school for an assessment/event and leave after.
- 🔊 Students will not be allowed to carry more than ₹1000 with them on campus. This provision includes any transport/food coupon payments if at all.
- 🔊 Students (MYP and above) can bring phones to school but they are not allowed to use their phones during school hours. The phones should be switched off and kept in the school locker.
- 🔊 The following items are not permitted and will be confiscated: incorrect jackets and shoes, jewellery, smart watches, long or fake nails
- 🔊 Nail Polish is not permitted.
- 🔊 Long hair should be tied neatly

Additionally, for students in MYP 4 - DP 2:











- 🔊 EIS reserves the right to deny promotion to any student who is absent for more than 10 days, or late for more than 20 times, during a calendar year.
- 🔊 For any student who is absent for more than 10 days during the year, the Programme Coordinator and the Head of School will review the student's case history, including medical records, to determine whether the student should be promoted to the next grade level.

School Counsellor:

There will always be at least one school counsellor at Edubridge International School. The role of the counsellor is to facilitate, nurture and promote a school environment that is safe, inclusive, free from bullying, and conducive to learning. The counsellor is always there to listen to, understand, and guide the students in their journey of personal development and achieving their personal or academic goals. A counsellor is an advocate for students, especially if a student has a conflict with school authorities or his or her parents. A counsellor is a coach who can help students reach their potential, not an authority to warn and reprimand students. The counsellors, in collaboration with school administration, prepare an intervention on a case-by-case basis which includes community service, counselling sessions and other required actions to build responsibility and kindness in students.

Major Misbehaviours:

Major misbehaviours include but are not limited to

-  bullying of any kind, including cyber-bullying
-  misuse of technology
-  Invasion of privacy
-  physical/ socio-emotional/ sexual violence
-  the use, possession or distribution of illicit substances
-  unauthorised sale of any products (e.g. toiletries, food, drinks, etc.)
-  theft
-  vandalism or the willful destruction of property
-  bigoted or hateful behaviour targeted at individuals or groups
-  misdemeanours towards teachers including but not limited to rudeness, yelling, using abusive language, circulating rumours etc.

A major misbehaviour results in an intervention. The purpose of the intervention is:

1. to make the student or students understand the consequences of their misbehaviour, both to themselves and others.
2. to prevent such misbehaviours from happening again.

An effective intervention addresses the root causes of the misbehaviour. The school administration, including the Section Coordinator and the Principal, decides whether a major misbehaviour has occurred and, if so, they inform the parents immediately. The school administration, including the Section Coordinator/ School counsellor and the Principal, records digitally:

1. Exactly what happened (including when and where)
2. Any circumstances or incidents leading up to the misbehaviour
3. Whether the misbehaviour is part of a pattern or a one-time occurrence
4. The student's explanation
5. The school's plan for intervention
6. How the intervention will be evaluated








The report is kept by the school for internal purposes only. In the unusual circumstances in which the report would be shared with others, such as local authorities or university applications, the school must fully disclose this information to the parents. The school administration works with the counsellor to design an intervention. Ideally, the intervention

should minimise the disruption to learning. Therefore, EIS tries to avoid suspensions and other punishments that remove children from their normal course of learning.

If a student is accused of major misbehaviour, the intervention should be immediate. Students should not be forced to wait long periods while the consequence is decided, because students then disassociate the misbehaviour and its consequences. The school counsellor is the first person contacted in the case of major misbehaviour. The school counsellor must prioritise major misbehaviours so that the accused student understands the immediate consequences of his or her misbehaviour.

Communication with parents is essential. Parents have a right to know both the details of the misbehaviour and the school's plans for intervention. The school counsellor and administration must make every effort to involve the parents or guardians when designing an intervention.

Interventions can include:

-  discussions with parents
-  further counselling, with or without parents
-  modified seating arrangements or group assignments
-  modified timetables or class schedules, possibly including detentions or quiet periods during breaks
-  participation in stress-reducing activities such as yoga, mindfulness or taekwondo
-  student-developed plans for positive behaviours
-  time at home to reflect upon the consequences of the misbehaviour

Interventions will be evaluated after a predetermined period, usually ranging from a week to several months. The student, parents, counsellor and affected teachers should be aware of the intervention and how its effectiveness is being evaluated.

The role of the counsellor is to help the student understand the consequences of his or her misbehaviour, to help the student avoid misbehaviours in the future and to develop positive attitudes and behaviours.

Edubridge International School must provide a safe environment that is free from bullying to all of our students. In the 21st Century, schools have a special obligation to educate students about cyberbullying and to proactively develop programs that prevent cyberbullying. Again, "prevention is better than a cure." [Prevention of bullying](#) is an active component of the school's curriculum, to be taught explicitly in Wellness or Personal, Social and Health Education.

If the above interventions do not work, the school will take the following disciplinary action:

Disciplinary Actions

Students who engage in unexpected behaviours and violate the code of conduct will have the following consequences:

1. First misconduct: Verbal notification to the child
2. Second misconduct: Email to the parent
3. Third misconduct: The student may face in-school suspension or suspension from the facilities
4. Fourth misconduct and beyond The student may face out-of-school suspension

Last reviewed September 2023

Period of Review: April 2023 - August 2023

Name of the Reviewer	Role
Ms Jigna Patani	EYP Teacher
Ms Ayantika Ganguly	EYP Teacher
Mr Raj Gurav	PYP-MYP PE Teacher
Ms Amreen Khan	PYP Teacher
Ms Priyanka Pai	PYP Teacher
Ms Khalida Qureshi	MYP & DP Teacher
Ms Jigna Shah	MYP Teacher
Ms Afsha Merchant	PYP Teacher
Parent Advisory Committee (PAC) and parent volunteers	Parents from PAC and other parent volunteers
Educational Leadership team	All Coordinators, Head Of School
Members of the Board	Co-founder, Director

