



# THE HERITAGE SCHOOL

AN EXPERIENTIAL  
LEARNING SCHOOL

## PARENT - STUDENT HANDBOOK 2024-25



This handbook is designed to acquaint you with the policies, rules, guidelines and expectations at THS.

It aims to serve as a tool comprising information and procedures aimed at making the school a safe, friendly, and enriching place for students to learn which absolutely aligns with our vision.

Our late President Dr A.P.J. Abdul Kalam in his book 'Ignited Minds' writes, "Behind the parents stands the school and behind the teacher, the home. Education and the teacher-student relationship has to be seen not in business terms but with the nation's growth in mind. A proper education would help nurture a sense of dignity and self-respect among our youth. These are qualities no law can enforce, they have to be nurtured ourselves." Education is a lifelong journey. At THS, we aspire to help children seek a new meaning in their education, discover new ways to improve themselves, face new challenges with aplomb each day and emerge winners.

We encourage you to go through this handbook and discuss it with your ward/s to help them integrate into the school system and culture. We are committed to facilitating children's education into a positive, gratifying and rewarding experience.

*\*This is a working copy of the Parent – Student Handbook presented as an overview and guidelines as per the current policies and procedures of THS. Therefore, it is subject to modifications. The school reserves the right to modify / amend the contents of this Handbook any time during the year.*

*This Handbook is for informational purposes only.\**

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## Contents

1. Our Vision .....	4
2. Academic Rigour and Excellence .....	4
3. Academic Honesty .....	5
Definitions of Academic Dishonesty .....	6
Establishing a Culture of Integrity and Honesty .....	6
4. Admissions and Inclusion Policy .....	7
Admission Process .....	8
Admission and Enrolment of Students with Special Needs .....	8
5. Fees .....	8
6. Assemblies .....	9
7. Teacher Responsibility .....	10
8. Student Behaviour .....	10
9. Assessments .....	10
Grades I-VII .....	11
Grades VIII- IX .....	11
Promotion Policy .....	12
10. Attendance .....	12
11. Leave Policy .....	12
Punctuality .....	12
Medical Leave .....	14
12. Competition Policy .....	15
13. Class Group Assignments .....	15
14. Homework .....	16
How Parents can help .....	17
Homework Feedback and Marking .....	17
15. Language Policy .....	18
Guiding Principles .....	18
Differentiation, Remediation and Enrichment .....	18
16. Eligibility for Participation in Co-curricular Activities and Sport .....	19
17. Festivals and Celebrations .....	19
Birthday Celebrations .....	19

<b>18.</b>	<b>Field Trips and Mandatory Excursions off Campus- KHOJ .....</b>	<b>20</b>
	<b>Field Trips and Excursions .....</b>	<b>20</b>
<b>19.</b>	<b>Cafeteria and Meals Policy .....</b>	<b>21</b>
<b>20.</b>	<b>Visitors .....</b>	<b>21</b>
<b>21.</b>	<b>Discipline: What it Means to Us .....</b>	<b>21</b>
<b>22.</b>	<b>Discipline: Code of Conduct for Students .....</b>	<b>22</b>
	<b>Disciplinary Action .....</b>	<b>25</b>
<b>23.</b>	<b>Behaviour Probation .....</b>	<b>25</b>
<b>24.</b>	<b>Counsellor's Role: A Brief Introduction .....</b>	<b>25</b>
<b>25.</b>	<b>School Safety and Child Protection Policy .....</b>	<b>26</b>
	<b>Vision for School and Child Safety .....</b>	<b>26</b>
	<b>Advice for Parents .....</b>	<b>26</b>
<b>26.</b>	<b>Health and Wellness .....</b>	<b>27</b>
<b>27.</b>	<b>The Infirmary .....</b>	<b>29</b>
<b>28.</b>	<b>Transportation Policy .....</b>	<b>30</b>
	<b>Bus/Cab Rules for Students .....</b>	<b>31</b>
	<b>Guidelines for Parents using Private Transportation .....</b>	<b>32</b>
<b>29.</b>	<b>Emergency Evacuation .....</b>	<b>32</b>
	<b>Students should know and Follow these rules .....</b>	<b>32</b>
	<b>Emergency Procedures .....</b>	<b>32</b>
<b>30.</b>	<b>Energy Conservation: Being a Green School .....</b>	<b>32</b>
<b>31.</b>	<b>Guidelines for Parents .....</b>	<b>33</b>
	<b>Parent Teacher Communication .....</b>	<b>34</b>
	<b>Communicating Concerns .....</b>	<b>35</b>
<b>32.</b>	<b>Guardianship/Child Custody Information and Related Instructions .....</b>	<b>36</b>
<b>33.</b>	<b>General Information .....</b>	<b>36</b>
	<b>Essentials to be carried every day to school .....</b>	<b>36</b>
	<b>Things not to be carried to school .....</b>	<b>37</b>
<b>34.</b>	<b>Dress Code Policy .....</b>	<b>37</b>
<b>35.</b>	<b>Information and Communication Technology (ICT) Acceptable Use Policy .....</b>	<b>39</b>

## 1. OUR VISION

*“A Learning Community where each is free to be and grow towards the realization of his/her highest human potential through a harmonious integration of spirit, heart, mind and body.”*

### **The Dharmic Principles: Our Values**

- **Freedom**

*To be, learn and grow.*

The Heritage community will always provide the space to be, learn and grow to all its members. It will strive to nurture the freedom of choice in learning and doing, without in any way compromising the rigour and discipline of learning.

- **Attentiveness**

We will commit to practice and foster a state of attentiveness to all our thoughts and actions. Attentiveness involves giving ourselves completely to the present moment and silencing our insecurities, fears and unwanted thoughts. Attentiveness is the first step towards selfless love and compassion.

- **Respect**

The Heritage community will always respect what one is and can become. We will strive to instill a sense of respect for the work we do, the people we engage with, the things we use, and the environment we live in. Above all, we will foster and strengthen a sense of respect for oneself.

- **Excellence**

We will do the utmost to nurture our culture and habit of excellence and actively encourage high standards of character, behaviour and action. We will equally discourage mediocrity, carelessness and negligence in thought, word and action.

- **Inclusion**

The Heritage community will encourage the principle of inclusion which will ensure fair opportunity and equal attention to all those who come to Heritage, without any discrimination whatsoever.

- **Authenticity**

The school will encourage and enable in thought, word and deed, authenticity of being and transparency, and by implication discourage all acts of hypocrisy, pretension and double standards.

## 2. Academic Rigour and Excellence

*“The aim of education must be the training of independently acting and thinking individuals”*

*--Albert Einstein*

The Heritage School firmly believes in achieving academic excellence by nurturing students' intrinsic desire to learn, driven by finding meaning, making connections, and discovering joy in the learning process. We define rigour as challenging students to develop skills and gain insights, fostering an environment for shared knowledge discovery. Empowering teachers and providing resources are crucial for this transformation, turning the classroom into an interactive workshop, laboratory, field, or studio where knowledge is uncovered through experience, reflection, and dialogue.

Essential skills, such as observation, documentation, assimilation, comparison, analysis, synthesis, and innovation, are cultivated in the Junior Programme. This occurs as we establish the foundation in academic disciplines such as Mathematics, Reading, and Writing. Thematic units leverage children's innate curiosity and inquiring minds. In the Middle Programme, we expand on the thematic approach through project-based learning, which integrates these fundamental disciplines along with Natural and Social Sciences, Technology, and the related arts, using a real-life, hands-on approach to learning.

We recognize that, while the examination system continues to be the gateway to India's most esteemed colleges, we must go beyond the syllabus and incorporate what are often identified as 21st-century skills to truly prepare our students to take their place as productive, creative members of a complex, increasingly interdependent global society. The changes advocated by the NCERT and articulated by national and international leaders in educational excellence align with the principles we are already implementing. Our commitment to 'innovative pedagogy' and substantial investment in teacher empowerment and resources has swiftly garnered recognition.

By supplementing our academic core with diverse co-curricular activities, including visual arts, crafts, music, physical education, drama, field trips, Khoj, internships, and community service, we confidently deliver top-tier education. We believe that parents and students recognize and value our dedication to providing a well-rounded learning experience.

### 3. Academic Honesty

**(Adapted From Anaheim Union High School District and American International School West, Egypt)**

Academic honesty and personal integrity are integral to a student's education and character development. The school expects students and staff to refrain from cheating, lying, plagiarizing, or engaging in other forms of academic dishonesty. An academically honest student produces work reflective of their efforts and abilities, while a dishonest student attempts to present knowledge and skills falsely as their own. Academic dishonesty takes various forms and undermines the goals of education, denying students their right to personal and academic integrity.

A hallmark of the Heritage Student, as outlined in our **Dharmic Principles**, is **Authenticity**, synonymous with transparency, honesty, and integrity. Authenticity opposes dishonesty, especially concerning the originality and genuineness of thought, word, and deed.

When learners take responsibility for their actions and the accompanying consequences, it fosters a sense of fairness, justice, and respect for individual, group, and community dignity. This responsibility encourages critical and creative thinking to address complex problems and make reasoned, ethical decisions. This would mean that the Heritage Student would exercise



scrupulous standards of honesty and integrity in all pursuits—and would exercise vigilance in avoiding malpractice in any form or context.

## Definitions of Academic Dishonesty

**Cheating** is using dishonest means in an attempt to obtain credit for academic work. The following offenses, including but not limited to those below, are considered examples of cheating:-

- Using/providing notes, documents, answers, aids, or helping another student on any assessment (i.e. test, quiz, exam, etc.) or assignment unless expressly permitted by the teacher. Utilizing communication/electronic devices to send or obtain unauthorized information.
- Taking any assessment in the place of another student, or allowing someone else to take an assessment in one's place.
- Looking at another student's paper, talking during an assessment, or violating any other expressed directions given by the teacher.
- Tampering with teacher materials and/or student records.

**Plagiarism** is any use of another individual's ideas, words, or work without giving him/her appropriate credit. Plagiarism includes, but is not limited to the following:-

- Misuse of published material or material acquired from Internet sources, and/or the work of another student.
- Paraphrasing or copying any source without giving proper credit to the author.
- Not using denotation when citing sources.
- Turning in any assignment, which is not based on one's own research, and writing.

**Fabrication** is inventing information, falsifying research/projects, and/or using other products with the intent to deceive. The following offenses, including but not limited to those below, are considered examples of fabrication:-

- Creating a false reason to receive special consideration for an assessment or assignment.
- Citing information not taken from the source indicated.
- Submitting a paper or other academic exercise containing falsified data or evidence.
- Tampering with teacher materials and/or student records for purposes of cheating or fabrication.

**Collusion/Copying** is another form of dishonesty, by which a student takes credit for work done by another student, by copying it verbatim or in – essence and submitting it as his or her own. This includes copying answers on a test as well as copying assignments or home work that is intended to be original work.

## Establishing a Culture of Integrity and Honesty

**School leadership must ensure that all teachers and students:-**

- Understand what constitute academic honesty, an authentic piece of work and

intellectual property.

- Receive guidance on study skills, academic writing, how to conduct research and how to acknowledge source.
- Understand what constitute malpractice (particularly plagiarism, collusion and misconduct during an examination).
- Know the consequences of being found guilty of malpractice.

### **Teachers must:-**

- Provide students with enough opportunities to exercise integrity.
- Design assignments so that they foster critical thinking and originality and discourage plagiarism or copying.
- Hold students accountable for strict compliance by imposing consistent and transparent consequences.

### **Students must:-**

- Agree in principle to abide by these policies.
- Articulate their understanding of the scope and intention of the policies, grounded in the fundamental value of integrity.
- Sign a contract pledging to abide by the policies.

## **4. Admissions and Inclusion Policy**

At The Heritage School, we aim to create a diverse learning community that embraces students with varied experiences representing the human spectrum—ethnicity, religion, nationality, culture, and community. We are committed to supporting each student individually and collectively to achieve their full potential within our inclusive learning community.

The Heritage School believes in providing equal opportunities for all children to learn and play together. As a learning community, we are responsible for assisting each student in reaching their goals at their own pace, aligned with their unique talents and abilities. Simultaneously, we encourage students to respect and appreciate the uniqueness of their peers, fostering collaboration and positive contributions to the community.

Inclusion, for us, does not mean treating all children the same. While we ensure equal treatment, we recognize that children evolve and succeed at different rates, and they do not achieve success according to one standardized definition. Our fundamental belief is that children grasp concepts or skills at different paces, and we consider this not only normal but prudent.

### **We are guided by these policies:-**

- We believe it is important for parents to understand and embrace our vision and mission, including our Dharmic Principles and our instructional practices, which are holistic and experiential by design.
- We focus on engaging with parents so that they can make a conscious choice.
- As we have limited seats available, we have adopted a fair and transparent process designed to admit students in our PreSchool (Nursery) class.
- Students who seek admission to our school should expect to go through a process whereby we observe, interact with them and with their parents, in order

to make the best possible decision regarding placement and support.

- Parents are expected to make a good faith disclosure of any suspected or identified special needs when they apply for admissions, to ensure that we can take these needs into account either in the regular classroom or with support for special needs.

## Admission Process

Parents initiate the admissions process when they fill out an online application form according to the instructions on our website. Age criteria must be met according to the date of birth parameters posted.

## Admission and Enrolment of Students with Special Needs

### Understanding the Policy

The Heritage School, Noida, includes students with medically diagnosed/formally assessed Special Educational Needs (**SEN**) to study alongside their peers, who do not have such special needs. The Heritage SEN Programme is based on the belief that all children have the same rights to learn and play together in an inclusive environment, and therefore the programme is designed to increase barrier free access to general education.

- The type of disability is not a bar for admission. The only types of disability the school may not be able to cater to at this time are children with severe neurological or physical disabilities.
- The fees does not include the extra costs for Speech and Language Therapy, Occupational Therapy or screening tests, if required, and as identified by school authorities, for any intervention needs or special needs. If the parent chooses to do this therapy outside, they are required to submit programmes, assessments and reviews by certified professionals.

## 5. Fees

### Payment of Fees and Other Charges:

It is the responsibility of parents to deposit the fees and other charges to the school on time. Fees should be deposited quarterly in the months of April, July, October and January by the 10th of the month. A late fee fine of Rs. 50/- per day will be charged from the 11th of the relevant month in the particular quarter. Please write the student's name, admission No., class and section on the reverse of the cheque/draft. The cheque / draft should be A/C Payee crossed and drawn in favour of "The Heritage School".

The fee can be deposited at the school office from 9.00 a.m. to 1.30 p.m. on all working days. Advance payment of the school fee is accepted. In situations of need, the parent may, on request, pay monthly fee.

In the event of the cheque being dishonoured by the bank due to any reason, a penalty of Rs. 500/- will be levied and the dues must be deposited by Demand Draft. Fees will not be accepted in the form of cash or outstation cheques under any circumstances.

In case the fees and other charges due to the school together with the fine due thereon, are not paid by the last working day of the month, the name of the



student shall be struck off the rolls of the school on the last working day of the month. The child may be re-admitted on payment of all school dues at the sole discretion of the school.

The school follows the norms laid down by the Education Department while increasing the fee, which is generally up to ten per cent. However this may increase depending on such factors as the recommendations of Central Pay Commission or other significant factors. The school will make every effort to keep parents abreast of any changes that occur.

## Withdrawal

One clear calendar months' notice in writing or a month's fee in lieu of such notice must be given before a student can be withdrawn. Those who leave the school in the month of May must in all cases, pay the fee for the month of June. No fee other than caution money is refundable at any stage.

Transfer Certificates will not be issued until all dues of the school are settled.

If any assessment report is required in the case of a mid-term withdrawal, an application is to be given at least one month in advance. At least seven working days are required to process withdrawal applications and issue Transfer Certificates. All the documents related to withdrawal and fee are issued by the Admission Incharge.

The **School Counsellor**, working with the programme leaders, subject teachers, assessments department and guidance department, will issue the letters of recommendation and transcripts to students. Formal request in form of an application specifying the University or colleges they are applying to and the number of copies required must be submitted in the second week of August every year. Three copies will be provided at the cost of Rs 2000/- The subsequent copies will be charged at the rate of Rs 500/-

The students are expected to submit their repertoires, and Resume stating their achievements in the school. The entire process takes minimum of 25 working days.

## 6. Assemblies

Assemblies are part of the general educational function of the school. They provide a unique format for the community to come together around shared values, to celebrate or to mark important occasions or milestones or appreciate performances and presentations. They also create opportunities to share concerns or to present information related to the school curriculum, or the students' general social and aesthetic development. Assemblies provide forums for reinforcing appropriate audience behaviour. Assemblies make it possible to present matters not easily discussed in the regular classroom. In addition, assemblies provide an appropriate platform for the students and faculty to showcase their talents. *All assembly agendas and seating arrangements must have prior approval from the Assembly Planning Committee which ultimately reports to the Principal.*

## **7. Teacher Responsibility**

- Teachers are expected to remain with their students at all times.
- In addition, teachers will be responsible for the general supervision and control during the assembly.

## **8. Student Behaviour**

Appropriate assembly behaviour is part of the educational nature of the assembly programme. It is an important courtesy for visiting performers and an essential ingredient to the goal of providing a stage for the talents of students and faculty members, as well as a forum for sharing important values and concerns. This appropriate behaviour will be assured by the following:-

- The teacher will guide student behaviour as a natural extension of his/her class.
- Teachers reserve the right to remove an unruly student or students from the assembly.
- No books or book bags are to be brought to an assembly.
- Students should either sit cross-legged on the ground or sit in a chair smartly with feet on the ground.
- Students should report to the assembly promptly.
- General courtesy and attention are required, including complete silence while someone is speaking or performing in front of the audience and between the performances.
- Students should be quiet/attentive when the staff member or student begins to introduce the assembly and should NOT get up and walk around during performances.
- Appropriate expressions of applause are encouraged. Whistles or cheers are not generally considered appropriate response to a performance, though they may be appropriate at a sports competition.
- Whenever the National Anthem is sung or performed, students must stand silently at attention, arms straight at their sides, as a mark of respect.

## **9. Assessments**

Continuous assessment of students is a valuable and necessary part of the learning process. Assessments provide reliable information to teachers with respect to the mastery of course content by students, both individually and collectively. Assessment also provides the basis of reporting to parents regarding student's progress.

Our assessment philosophy incorporates occasional formalized 'summative' exams as well as ongoing, informal assessments of a formative nature, in recognition that students need multiple ways to demonstrate to us and to themselves what they have learned. It is imperative, therefore, that we create a range of assessments that draw on the learning strengths and preferences of our students and allow maximum flexibility.

As with any other form of learning, assessments should be authentic and meaningful for the students and, most importantly, the assessment process itself should be a learning experience for the student. Assessments therefore must be developmentally

appropriate and designed to allow students to succeed by showing what they have learned.

Ideally, assessments should be used to inform parents and teachers how their children are progressing towards the learning objectives—but most importantly, they should inform the students themselves. We make it clear to students what is expected of them—what they need to know, understand and be able to do—and how they can demonstrate it at a level which will meet or even exceed the benchmarks set for them in the form of ‘learning outcomes’ or targets at which the students should be aiming.

## Grades 1 to 7

There is no formal system of examination in the Junior Programme or Middle Programme till grade 7. However, assessment is an integral part of pedagogy and based on well-defined ‘Learning Targets’. The assessment happens on a continuous basis through various formal and informal tools, including standardized tests that are designed by experts to gauge student progress against objective measurements. In the Junior Programme, teacher observation is used extensively through ‘Benchmark Assessments’.

Assessment in the Middle Programme focuses on classroom assessment practices that empower students to take charge of and monitor their learning and progress. Assessment begins with sharing of Learning Targets, statements of intended learning, that are clearly understood by students. Targets may be knowledge, reasoning, performance skill or project based. To set the students up for success, teachers share rubrics and checklists that contain the criteria of a task well done.

Teachers have a range of assessment methods, ranging from students working on a performance or a project, or time bound assignments that include MCQs and extended written responses, to teachers having personal communication with individual students.

Formative Assessments inform students about their own progress, and enables teachers to ‘form’ effective instruction strategies. Periodic Summative Assessments measure individual achievement at a point in time, against standards and benchmarks.

Students are prime partners in the assessment process, and are actively involved in self-assessment and providing critical feedback to peers. Each student maintains a portfolio, which is a collection of their work done over a period of time. This collection tool allows students, teachers and parents to appreciate the efforts made by the child, during the course of their learning journey.

Progress reports are shared with parents twice a year, at PTMs along with other forums for reflecting on the learning process, such as workshops, performances and exhibitions. Portfolios are presented at student-led conferences.

## Grades 8-9

Even though we do not begin formal examinations until Class 8, we do identify important test-taking strategies and begin to introduce students to them as they progress through the Middle Programme, so that they are prepared for the demands of an exam system when they reach the Senior Programme.

From grade 9 onwards, all rules, instructions and guidelines as per the CBSE will be followed.

## **Promotion Policy**

### **For Nursery – VIII**

The school follows the no detention policy for the students of PS-VIII as defined under the Right to Education Act.

## **10. Attendance**

The school firmly discourages students from being absent too often. Regular classroom attendance is essential for developing successful life skills including self-discipline, responsibility and punctuality. It is important that we, as parents and educators, promote the view that regular attendance and timeliness are important to ensure the best possible learning outcomes. Irregularity and frequent absenteeism lead to disconnect in children's learning.

While it is possible for students to do make-up work, the quality of their learning experience is not the same and often leads to building up of 'conceptual-lag' baggage. Make-up work cannot duplicate the learning that takes place via lectures, discussions, demonstrations, group work, labs and student/teacher presentations.

There is a need to sensitize children towards the issue so as to bring about order and discipline in their routine.

## **11. Leave Policy**

When students improve their attendance rates, they improve their academic prospects and chances for growth. All students are expected to maintain 100% attendance.

### **Punctuality**

Students arriving late to school miss out on the opportunity to start their day in a relaxed and comfortable manner. This also brings about disconnect in the child's understanding of what has been done and what is being done. To build a strong culture of discipline in the lives of our children, it is important we realize and respect the value of their "learning time" and adhere to the school timings. It is important to note that school timings are:-

- For Nursery and KG -  
From 9.30 a.m. to 12.30 p.m.
- For Grade 1 to Grade 9 -  
From 8.15 a.m. to 2.30 p.m.
- Students should report to school ten minutes before the scheduled time. Late arrivals will be sent back home. Under extreme or genuine situations like sudden rain, fog etc. students will be permitted to come a little later. This decision is reserved with the school authorities.
- In case of repeated late coming, the student is subject to disciplinary action as deemed fit by the school. Only the Principal reserves the right to make exceptions.

- In case students are late and for some reason are permitted entry into the school, they must report to the reception/authorized person to get their attendance marked.
- In case, the students travelling by school bus are late to school, it is the school's responsibility to take it ahead. However, in case of delay in arrival by the cab drivers, it will be the parent's responsibility to instruct the cab drivers accordingly.
- The school bus will not wait for any student for more than a minute at the prescribed stop. Parents using car pools or personal cabs are advised to follow the same principle. In the interest of the larger group of children the cab must not be retained for more than a minute at any stop. One child's delay will impact others, as children would not be allowed to enter the school gates.
- Students must reach the class within 3 minutes after break and after blocks that require them to go out of the classrooms.

## Important for Leave Cases

- Students participating in National/State/Zonal level events must have the minimum of 65% attendance. These events will be treated as duty, if approved by the school. Such students will have to submit the supportive documents of participation against the leave.
- Leaves will be granted only on reasons like prolonged illness, demise of a family member or any other reason of similar serious nature, authorized participation in sponsored tournaments, cultural events and sports meets of not less than Inter School Level. Permission would be granted only for events approved by the school.
- Student must avail a leave only in case of urgency.
- Every absence from the school (even for one day) must be sought as a leave by clearly specifying the reason for absence in a written application.
- Approval for all planned leaves should be sought at least seven working days in advance. In case any child is absent for a day, parents must inform the class teacher through the School Almanac.
- In case of an emergency, if parents are unable to apply on the same day, leave must be applied within two days of resuming school. Post that, the leave will be considered as absence.
- In case of 1-2 days of leave, the class teacher is authorized to accept or reject the leave.
- In case of leave for more than 2 days, the Principal or the authorized person will sanction the leave. Other than an emergency, approval of the leave/s should be sought at least seven days in advance.
- Submission of leave application must not be taken as leave approved. Formal approval must be sought.
- Repeated absence without leave application or unexplained absence for more than six consecutive days may result in a request to withdraw the student from the school.
- Half day / short leave will be only granted to a student under circumstances of emergency. Parents will need to send a mail to school at [info@noida.theheritageschool.in](mailto:info@noida.theheritageschool.in) or come to the school to get it approved. They need to personally come to pick up their child on the day of half



day/short leave.

- No child will be allowed to leave the school premises on telephonic request or with servant/driver or anyone else without the parent I-card. Under unavoidable circumstances, an authority letter needs to be sent through the person who has come to pick the child up. School will not make any transport arrangement.
- Attendance on the last working day of school preceding vacations / holidays and the first working day thereafter is compulsory. No leave shall be granted for any extension of holidays before or after - especially for social gatherings or trips.
- Attendance on all-important events/functions is compulsory. The students found absent, may lose their chances of participation in future events and are liable to face disciplinary action.
- No assessments, tests, examinations will be rescheduled or re-conducted to accommodate a student's absence.
- A student who misses out his test will neither be re-examined nor get any weightage from the other tests.
- Students having attendance below the prescribed level or indulging in frequent absenteeism or where leave is not authorized for certain reason(s) by the School may also jeopardize their eligibility to participate in co-curricular activities or represent the school in any competition.

## Medical leave

In case, a child is not well and is advised rest for a week or more by a doctor, the parents should intimate the class teacher through the online leave application specifying the number of days and the medical reasons. In case, the absence is likely to exceed three days, an interim Medical (sickness) Certificate must be submitted within three days. The Leave Application in the School Almanac, along with the supporting documents, must be submitted when the child resumes school.

A Medical Certificate must be issued by a Registered Medical Practitioner/Hospital as applicable, supporting the leave on Medical grounds. Supporting documents include doctor's prescription, diagnosis report of the tests undergone, medical and fitness certificate. A student joining after suffering from an infectious or contagious disease or any serious ailment is required to produce a certificate of fitness issued by the concerned doctor/hospital permitting him/her to attend the School.

## Make-up work

- Make-up work is required for all work missed due to absences.
- It is the student's responsibility to contact teachers to clarify any questions regarding the work.
- Students are given one additional day for each day absent to submit their work in case of approved leaves.

## Consequences

- Parents must accompany their wards for a meeting with the Principal or Programme Leader, if the child returns to school after an unauthorized leave.

- Students whose attendance or punctuality is a consistent area of concern may also jeopardize their eligibility to participate in co-curricular activities.

## **12. Competition Policy**

In essence, the school likes to draw a clear distinction between building competence or excellence and competition itself. While we encourage students to strive for excellence through continued improvement towards mastery of skills, we minimize the emphasis on comparison with other students or winning at any cost. In a competitive culture, a child is told that it isn't enough to be good – he or she must triumph over others. Success comes to be defined as victory, even though these are really two very different things.

In fine arts as in sports, we encourage excellence through development of skills, coaching and assessments in music, visual arts and drama. We recognize that some students are naturally gifted and are committed to providing opportunity for them to explore and develop their interests; nevertheless, we also want students to understand that excellence comes primarily through hard work and dedication and that maximum enjoyment comes through teamwork and collaboration. As a school, we will host festivals and performances to provide a platform to showcase students' work.

As students mature, we provide opportunities for inter-school competitions in sports as well as other areas, such as Model United Nations (MUN) conferences and debates. Increasingly, we would introduce greater opportunities for school teams in different sports and performing arts. We host tournaments to promote the culture of sports and also selectively participate in inter-school events. The guidelines for team selection and auditions are made clear to students so that trials and auditions are fair—and that students who do not make the cut have other options, such as clubs and activities, for them to develop their skills and interests in a non-competitive atmosphere.

As we work as a community to establish the values of excellence, inclusion, acceptance and hard work, we will also be inculcating the character traits that our students need to succeed in a complex, interconnected world where communication skills, cooperation and team work are as important as expertise or technical proficiency. As we recognize achievement in others and offer encouragement to all, we move from an individualistic perspective of “me” and “mine” to an inclusive culture of “us” and “we.”

## **13. Class Group Assignments**

The school takes full responsibility for creating the best possible assignments of students to classes at the time of admission or when classes move from one level to the next. Class teachers, counsellors and programme leaders take a variety of factors into account, such as gender balance and social dynamics, when they create class groupings. This includes decisions regarding siblings, who are generally assigned separate class sections.

**The Heritage School follows a policy of “shuffling” classes from year to year.** It is our professional observation, supported by research and best practice that students benefit from the opportunity to make new friends and work with new educators on a regular basis. Teachers will purposefully ensure that positive and supportive social relationships are kept intact but will also deliberately intervene when dominance or co-dependence or “cliques” have developed which need to be disbanded for individual development as well as group dynamics.

## 14. Homework

A reasonable amount of academic effort outside the class extends learning and reinforces study skills. Homework activities can promote independent enquiry and demonstrate the pupil's initiative as a learner.

Students should do their work independently, in an environment that suits their temperament, learning style and energy curve. Parents can assist their children by ensuring that the appropriate setting exists. Generally, teachers do not assign work that they believe a child cannot do alone. If parents find that their help is needed, they should encourage their child to indicate this to the teacher the next day. If problems continue, they should contact the teacher themselves. When teachers assign a project that, by its very nature, requires parental participation, they will communicate the same.

The purposes of homework are as follows:-

- **Practice:-**

To reinforce learning and help students master specific skills.

- **Preparation:-**

Introduces material presented in future lessons. These assignments aim to help students learn new material when it is covered in class.

- **Extension:-**

Ask students to apply skills they already have in new situations.

- **Integration:-**

Requires students to apply many different skills to a large task, such as reports, projects, and creative writing.

The amount of time a homework assignment should take should be specified by the teacher along with the assignment, particularly for younger students. Research does not support a direct correlation between sheer volume or length of time spent on homework and academic achievement; on the contrary, students who lead balanced lives with adequate time to be involved in extracurricular activities, to pursue hobbies and outside interests, and to interact socially with peers and family members are more successful than those who are too narrowly focussed on academic success—especially if they are not getting the sleep they need as growing children.

Based on current education research, the nightly homework norm for students should be 10 minutes of work per grade level. The recommendation is based on the norm for the age range; some students will work faster than others, while some will work for longer periods of time to accomplish the same task.

### Grade Level

Pre-Primary & Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Middle School

### Total Homework Time

Ten minutes

Twenty minutes

Thirty minutes

Forty minutes

Fifty minutes

Approximately 60 –80 minutes

## How Parents Can Help

- If parents notice that their child is consistently taking longer to complete his/her homework than the time indicated, they are encouraged to contact the teacher so that adjustments can be made or expectations can be clarified.
- The school requests parents' full support in supervising homework time and in reinforcing due dates and deadlines.
- It is inappropriate and completely counter-productive for parents to do the homework or to get anyone else to do the homework for the child. This includes summer homework and projects, which now are a mandate and must be assessed based on particular criteria prescribed by the CBSE, along with tests and other types of assignments.
- Students should never be allowed to "purchase" their projects from the market, download their assignments from the internet or copy their homework from classmates.
- Parents should seek clarification from the class teacher, if instructions are unclear, or simply ask their wards to do their best and ask for help the next day, or even to "own up" if they have forgotten or failed to complete homework and assignments.

## Homework Policy

- Students are expected to submit their homework on time.
- Students who submit homework late or do not submit on a consistent basis will receive a combination of:-
  - Verbal warning and dialogue
  - Communication in the almanac
- Students who miss homework because of an absence will be asked to complete missed work.
- Students who are absent without permission will not receive credit for missed tests or assignments, but will be required to complete the work missed.
- Students are given one calendar day for each day absent, plus one extra day, to submit their work.
- It's the students' responsibility to complete work missed due to illness or absence.

## Homework Feedback and Marking

- Homework must be assigned according to our policy regarding purpose, amount and feedback.
- All assignments, whether in-class or out-of-class, should "count" (i.e. have relevance and receive feedback).
- Students must note the homework in their almanac along with the details or detailed instructions on daily basis, along with submission dates.
- If the student has not done the homework/class assignment then teacher should write a note in the almanac and look for ways to ensure the work is completed by the child in the school.

## 15. Language Policy

At The Heritage School, we believe that language is a vital tool for learning, communicating and being an active member of a global society. Our Language Policy communicates to all stakeholders the teaching – learning philosophy, processes and practices along with a balanced approach towards learning of the languages acknowledging the range of abilities and diversities within the school community.

### Guiding Principles

Every learning experience is a literacy experience; we think, speak, listen, read, and write through language. Language teaching and learning are key components in our students' development. We emphasize inclusivity in culture and language, providing opportunities to learn the mother tongue/local language within the curriculum.

Our primary language of instruction is English, one of India's official languages. Hindi, the region's language, serves as the mother tongue or first language for many students and staff, alongside other languages such as Assamese, Bengali, Tamil, Gujarati, Malayalam, and Marathi.

We recognize that a strong level of competency in the mother tongue or first language of students can be an important ingredient in their success as learners of additional languages. Extensive brain research underscores the cognitive benefits of multilingualism, demonstrating a positive impact on the growth of the hippocampus—the brain structure responsible for knowledge acquisition, spatial orientation, and memory consolidation. Therefore, in addition to offering instruction in English and Hindi, The Heritage School introduces a third language in Middle School—either Sanskrit, French or Spanish.

Acknowledging the centrality of language to learning, all teachers, regardless of their subject, play a role in facilitating communication. **The primary medium of instruction is English**, given the importance of English as the most widely used language in education and global communication. While teachers should encourage students to speak English in class, they should also be aware that students may benefit from help in their mother tongue from another student, especially when they are linguistically more competent in that language.

### Differentiation, Remediation and Enrichment

- Most importantly, we recognize that **students acquire language skills at varied paces and through a variety of methods**, which must be employed regularly.
- This means that **reading instruction must be differentiated at all times**, using diagnostic tools to determine individual reading level, strengths and weaknesses.
- **Enrichment and remediation must be continuous and ongoing**, so that gaps and weaknesses are addressed at the earliest possible opportunity through ongoing assessments and appropriate interventions.

This also means that **if any student has an identified learning disability in the area of language acquisition, the focus of language development for him or her will be English**. Class periods set aside for the study of additional languages, including Hindi, will be used for additional instruction and remediation in English.



## **16. Eligibility for Participation in Co Curricular Activities and Sports**

In addition to our academic programme, The Heritage School offers a range of options for students to develop talents and interests through participation in activities and sports. In some cases, they have the privilege of representing the school at interschool competitions, performances and exhibitions, including sports tournaments as well as such activities as debates or MUN (Model United Nations).

Along with demonstrating talent and skill, students must also uphold the values and standards of the school, reflected both by their behaviour as well as in their academic record.

## **17. Festivals and Celebrations**

Celebrations form an integral part of any culture. However, these have now become synonymous with pomp and ostentation rather than being a reflection of our traditions. Celebrations should provide opportunities to experience and explore the diversity that exists in our society.

Every region, every community has its own festivals spread across the year. It is very important to educate our future generation about this diversity and give the message that we are united in our humanity despite all differences. The spirit of love, happiness and sharing that characterizes festivals brings people together from all walks of life.

Celebrating festivals together brings communities closer. We at The Heritage, therefore, look at celebrating various festivals as opportunities to make meaningful connections with one another and embrace the diversity in the homogeneity called The Heritage Family.

### **Birthday Celebrations**

Birthdays, being important days in our lives, are looked at as an occasion of coming together and sharing. We traditionally teach children that a kind deed done on this special day could sow seeds which will reap fruits later in our lives. Let us encourage our children to look beyond parties, which are mirrors that flash wealth. Here are some suggested alternatives:-

- Distributing a toffee or sweet to their classmates
- Sowing a sapling on their birthday
- Spending some valuable time sharing and enjoying with the old and young in the family together

Thus, to inculcate all these essential values, we request parents not to send any cakes or return gifts but to send toffee or chocolate worth maximum Rs.10. Birthdays would be celebrated during circle time where all the classmates will give their best wishes to the birthday boy/ girl, who makes a birthday resolution and each child makes a wish for the kid. Class teacher and students may collectively make a birthday card for the birthday boy/girl.

Consistent with these values the school does not have a policy of receiving gifts from children or parents nor do we encourage or organize birthday parties for them. Children are not permitted to distribute invitation cards nor are they allowed to go back to attend a birthday party directly from the school. We implore parents to support us in

this regard to avoid putting anyone in the awkward position of having to return or refuse a gift and to prevent any misunderstandings or malpractice with regard to favouritism or comparisons. It would be appropriate to present hand-made cards at Circle Time, just as we would do for a child. While we do not like to embarrass children or discourage their good intentions, but it is against our policy for teachers to receive gifts that have material value.

## **18. Field Trips & Mandatory**

### **Excursions off – Campus KHOJ**

The Heritage is an Experiential Learning School. This means that, in addition to finding inspiration from seminal Indian educational reformers and thinkers such as Tagore, Aurobindo, Krishnamurti and Gandhi, we are also heavily influenced by the work of Kurt Hahn, co-founder of Outward Bound, the world's leading programme in outdoor education. Hahn employed challenge, adventure and service not merely as ends in themselves, but as a method of inculcating such qualities as skill building, teamwork, leadership, compassion and responsibility into his students. At Heritage, we offer these expeditions and experience to students grade 4 onwards.

These trips are not merely opportunities to encounter the wonders of nature in its entire varied splendour across India—though that is certainly one significant aspect. These trips form an integral part of our overall programme, where we integrate academic disciplines from core subjects as well as important life skills. We, therefore, consider that these trips are as essential as any other programme we offer and count them as mandatory, both for staff and for students. They also provide opportunities for teachers to assess students in the areas of character development and co-curricular participation. We are confident that parents will offer full support for the programme by encouraging their children to participate actively every year.

### **Field Trips and Excursions**

From time to time, in addition to adventure trips, students go outside the campus on educational field trips that extend learning to the real world and bring authentic learning into the classroom experience as well. These trips are considered essential components of our educational programme, incorporating skills and content from core subjects. These trips are pre-taught as extensions of the curriculum and are also assessed based on learning targets and enduring understandings, just like the rest of our curriculum.

#### **Student Responsibilities on Field Trips**

- Students are reminded that a field trip is an extension of the school day and all policies and rules apply.
- Students are required to wear clothing as specified by teachers.
- Students are expected to participate fully in all activities and to submit pre-trip and post-trip evaluations, journals and other assignments.

## **19. Cafeteria and Meals Policy**

The school provides optional catering /canteen facilities for all students through a third-party service. It follows all reasonable safety and hygiene precautions and regular checks. It is the responsibility of parents to intimate the school in case their ward has any dietary restriction and/or allergies of any nature whatsoever. In case of any failure on the parent's part to provide all relevant information to the school with respect to any dietary restriction, dietary requirements or allergies, then the Parent shall be solely responsible for any untoward incident and/or mishap that their ward might suffer.

## **20. Visitors**

- All visitors, including parents and alumni, are required to sign in at the security office and receive a visitor's pass, then report directly either to the administration office or the Reception upon arrival.
- All visitors will be required to wear a visitor's badge while on campus, then turn it in at the security office and sign out when they leave.

## **21. Discipline: What It Means to Us**

Discipline is about teaching children appropriate behaviour and helping them become independent and responsible human beings. The purpose of discipline is to encourage moral, physical & intellectual development and a sense of responsibility in children. We believe that children have an innate moral compass that, when nurtured by positive example in an atmosphere of consistency and fairness, will guide them in making good, ethical choices. Ultimately, as children mature and develop, they will do the right thing, not because they fear external reprisal, but because they have internalized a standard behaviour modelled and reinforced by parents, teachers and other caretakers. In learning to rely on their own resources and to reflect on their attitudes and behaviours, children develop judgement, discernment, confidence and self-respect.

- Discipline is about giving children the tools to succeed in life.
- Discipline is based on building the right relationship with a child more than using the right techniques. It is for helping children develop inner controls that last a lifetime.
- Discipline is about teaching, not about punishing. According to Dr. Jane Nelson in her book Positive Discipline, "Discipline is a word that is often misused. Many people equate discipline with punishment—or at least believe that punishment is the way to help people achieve discipline. However, discipline comes from the Latin word discipulus or discipline, which means a follower of truth, principle, or a venerated leader. Children will not become followers of truth and principles unless their motivation comes from an internal locus of control, that is, until they learn self-discipline."
- True freedom comes from true self-discipline. It leads to freedom from anxiety and fear, bringing about self-reliance in individuals.

## **22.Discipline : Code of Conduct for Students**

- We will reach school on time, so that we are prepared for the day.
- We will reach class or assemblies on time, so that we can fully participate.
- We will submit all assignments on time, to develop the right work ethic.
- We will participate fully in all classes, events and trips.
- We will pay attention and cooperate with our teachers at all times.
- We will speak politely and respectfully with our teachers, peers and others.
- We will behave with integrity and accountability.
- We will eat during break time in designated areas only and will throw garbage in bins.
- We will walk mindfully in the corridors and on stairs.
- We will switch off all the lights and fans when not in use, in order to save energy.
- We will maintain cleanliness in the classroom and school as it is a sign of healthy living.
- We will always be ready to lend a helping hand and accept whatever work is assigned to us graciously.
- We will take good care of our I-cards and wear them each day to increase security and a sense of community.
- We must carry our School Almanac each day, as it is an essential document for communication.
- We will enter or leave the classroom only with the teacher's permission.
- We will bring all necessary equipment to class, including books and stationery.
- We will be peacemakers, acting with self-control in all situations.
- We will take good care of school property so that others can use it too.
- We will speak truthful, kind words about others.
- We will only bring materials to school that will help us study, and leave cellphones, personal music devices, and electronic toys at home.
- We will leave our own sports equipment, including balls and skateboards, at home.
- We will play with school sports equipment only on the playground or field after prior permission.
- We will observe healthy habits on and off campus, avoiding the consumption, possession or distribution of controlled or any other illegal substances, as these are harmful to our physical and mental health.

- We will treat each other with respect and care, avoiding spoken or written words or actions which cause emotional or physical injury or which intimidate or humiliate.
- We understand that this code will be reinforced across the school and that violation of any part of it will lead to consequences and sanctions.

All students are responsible for their behaviour both in and outside the school. Any indiscipline on part of the students shall render them liable for disciplinary action.

## Discipline Matrix

### Rationale:-

From time to time, even in the most progressive and nurturing of school environments and among generally sincere, well-behaved students, it becomes necessary to handle issues where students have violated established rules and policies. We have, therefore, created a matrix which outlines categories of behaviour, lists examples of violations and specifically show how these violations are likely to be handled, depending on the level of severity and/or the pattern of misbehaviour that emerges for individual students.

It is helpful to think of violations in terms of their consequences. Violations generally include harm to self, harm to others and harm to property—including shared facilities but also intellectual property (i.e. internet violations, cheating, plagiarism). The outline below is meant to be illustrative and instructive rather than exhaustive and, from a philosophical perspective, should be consistent with the rationale and definitions which are included elsewhere in this manual—including our IT Acceptable Use policy, field trip policy, dress code and policy on academic honesty, among others.

### Level One Offence

Includes minor or first-time offences, which are *handled by the classroom teacher and recorded in the discipline management system. Consequences include reprimand/apology/detention, removal of privileges, fines.*

### Examples:-

**Harm to Self**, including but not limited to:-

- Distortions of the truth, copying homework or other violations of academic honesty
- Late assignments, lost or forgotten materials
- Inattentiveness or minor disruption in class
- Tardiness
- Dress code violations
- Forgetting study materials or I.D. card
- Mild Disobedience/ argument with the teacher around the instructions given



**Harm to Others**, including but not limited to:-

- Disturbing others in the classroom or other shared spaces, including the bus
- Minor physical encounters (shoving, play-fighting)
- “Borrowing” without asking permission
- Name-calling or other misuse of language (i.e. inappropriate words or expressions)
- Disrespect or “cheekiness”

**Harm to Property /Abuse of Access or Privilege**, including but not limited to:-

- Minor vandalism (e.g. carelessly damaging something, writing on desks)
- Making or leaving a mess

**Disciplinary Action**

- **First time offence:** Verbal Warning accompanied by a Note in the Diary and entry in the Discipline Log Book which is at the reception with the Academic Auditor.
- **Upon receiving 2 Notes in the Almanac** – Detention in the class during Activity or sports class or loss of field trip or other school privileges like Community Service etc.
- **Upon Receiving 3 Notes in the Almanac-** Parent-Teacher Conference in Person.
- **Further infractions of this level** - will be considered as Level 2 Offence. It will lead to 5 Days’ Introspection Leave.

**Level Two Offence**

Includes violations of a more serious nature, or repeated Level One offences.

**Examples:-**

**Harm to Self**, including but not limited to:

- Cheating on a minor assignment or quiz; copying homework
- Late assignments, lost or forgotten materials
- Skipping a class
- Refusal to accept assigned homework help or tutorials
- Refusal/argument to follow instructions/directions
- Major class disruption/dismissal from class
- Disobedience/Insubordination/Disrespect

**Harm to Others**, including but not limited to:-

- Aggression (including *but not limited to, slapping, hitting, punching, biting*) fighting, in the classrooms, corridors, fields and bus or cabs
- Disrupting class or study time
- Stealing or intimidating (e.g., “whacking” food or property or sports equipment, with or without “permission” if it is judged that coercion was used)

- Teasing or using harsh or insulting language

### **Harm to Property/ Abuse of Accessor Privilege:-**

- Vandalism, intentional damage to school property

### **Disciplinary Action**

Conference with the Principal, 7 days' Introspection Leave. **Any further infractions** of this level will be considered as Level 3 Offence and may lead to 15 days' Introspection Leave.

## **23.Behaviour Probation**

Our system of Behaviour Probation is designed to support students while holding them accountable for making good choices rather than continuing on a negative path that may create a pattern that is difficult to break, leading to serious consequences down the line.

- Students who commit a SECOND Level 2 violation, which is actually considered a Level 3 violation, will be placed on Behavioural Probation.
- This means they are assigned to a counsellor.
- They are also required to meet periodically with the Programme Leader, Class Teacher and Parents for monitoring.
- Behaviour Probation is extended only once.
- If even after an extension, the behaviour still does not improve, the student may be asked to leave the school.

## **24.Counsellor's Role: A Brief Introduction**

The counsellors at The Heritage address the academic, social and psychological needs of students and help to reinforce those values and character traits that we have identified as a community. The counsellor's work is differentiated by attention to developmental stages of student growth.

The counsellor works with all students and parents on a confidential basis as long as maintaining confidence does not put the student at risk or create professional or personal liability for the counsellor or the school. It is recommended that the counsellor uses a team approach, in consultation with the Programme Leader, classroom teacher or any other adult who knows the student(s) well and can give insight.

The counsellor assists students through four primary interventions: counselling (individual and group), large group guidance, consultation and coordination. The counsellor provides students with services to enhance personal and academic achievement and development.

The counsellors help students with selection of classes each year plus college and career awareness, personal concerns, curriculum information, and study skills assistance. In some cases, the counsellor may refer students and their parents to outside resources who offer interventions, expertise and perspectives which fall outside of the purview of the school. Students are referred to counsellors by their teachers or parents and they are also encouraged to approach the counsellors directly. The counselling team is

committed to keeping parents informed as appropriate.

## **25. School Safety & Child Protection Policy**

The Heritage School recognizes its responsibility to protect and safeguard the welfare of children and young people in its care.

The Heritage School, School Safety & Child Protection Policy lays the foundation for safety in the school. The policy aims creating a safe environment by doing the following:-

- Setting standards for safety that can be understood by all members.
- Creating processes for uniform implementation throughout the school
- Establishing common and easy pathways to address safety related situations if and when they arise

### **Vision for School & Child Safety**

In line with its Dharmic values, The Heritage School is committed to creating a safe and secure environment for the children, free from violence, harassment, and any form of child abuse.

- No form of child abuse is tolerated at The Heritage.
- Any form of abuse and harassment of children is unlawful and will be subject to penalties in accordance to the policy and applicable law.

### **Our school will:-**

- Establish and maintain an environment where students feel safe and secure and are encouraged to talk and where adults listen with acceptance and respect.
- Ensure that students know that there are adults within the school whom they can approach if they are worried or are in difficulty.
- Include opportunities integrated into the Life Skills curriculum, through Circle Time and Class Teacher periods, as well as in workshops and counselling sessions, which equip students with the skills they need to stay safe from abuse.
- Train faculty and staff to recognize and support issues of abuse or neglect.
- The school will work with parents to ensure that children are safe and are knowledgeable about their rights and responsibilities to themselves and to each other so that they can grow and learn in a safe and supportive environment.

### **Advice for Parents**

- While in school, teachers will guide students towards appropriate materials on the Internet. Outside school, parents or guardians bear the same responsibility for such guidance as they would normally exercise with information sources such as television, telephones, movies, radio and other media.
- Appropriate home use of the Internet by children can be educationally beneficial, and can make a useful contribution to home and school work. It should, however, be supervised, and parents should be aware that they are responsible for their children's use of Internet resources at home.

- Parents should discuss with their children the rules for using the Internet and decide together what comprises appropriate use.
- Parents should get to know the sites their children visit, and talk to them about what they are learning.
- Parents should ensure that they give their agreement before their children give out personal identifying information in any electronic communication on the Internet, such as a picture, an address, a phone number, the school name, or financial information such as credit card or bank details. In this way they can protect their children (and themselves) from unwanted or unacceptable overtures from strangers, from unplanned expenditure and from fraud.
- Parents should encourage their children not to respond to any unwelcome, unpleasant or abusive messages, and to inform them if they receive any such messages or images. If the message comes from Internet service software provided by the school, they should immediately inform the school.

## **26. Health and Wellness**

The World Health Organization (WHO) defines a “health promoting school” as one that constantly strengthens its capacity as a healthy setting for living, learning and working. At The Heritage, health is seen as a combination of physical, mental and social well-being.

As parents and guardians are the first health educators and care providers, they must fill the **Medical Form** with current, complete and accurate information. It is important to keep these records **updated as and when there is a change or at least on an annual basis** about any change in the child’s health. **All information provided will be maintained confidentially and shared only if required to ensure the safety and well-being of the child or as required by the law.** Please familiarize yourself with the nursing facility available at school and with the school protocols on providing medication, medical care, or permitting self-medication during school hours stated below.

The school can only provide basic first aid (and not medical aid), initial care of illness or injury occurring in school. The nurse/doctor will inform parents / caregivers of any injury or condition for which the child was provided assistance. The treatment for injuries that occurred at home is the responsibility of the parent/caregiver.

Monitoring the progress or managing a student’s on-going medical condition is the sole responsibility of the parent /caregiver.

***Giving prescription or over-the-counter medication brought from home:*** under exceptional circumstance, the school nurse will be available to assist the junior school students with the administration of prescription or non-prescription medication (over the counter medication) (**excluding injectables**, in which case the parent may organize for an external healthcare provider to visit the school and administer the injectable), provided the student is on school campus, and the parent / caregiver gives the medication with clear written instructions. The medication given to the nurse must

include the following

- The name of the student
- The name of the medication
- Exact dosage and frequency and duration (number of days). (Please note those parents/caregivers are solely responsible to ensure that there is sufficient medication in case the medication is to be continued).

All medication brought on campus must be entered in the School Almanac.

**Medication from the school nursing facility:** The school keeps a small stock of fever and pain reduction medication, oral rehydration (Electroland ORS), topical ointment for minor cuts or wounds. In case, a student requires urgent care, our school health staff will administer the appropriate medication based on an assessment of symptoms.

Parents/caregiver will be informed of any school dispensed medication given to a student. **If you have any objections to the school nurse providing any of these medications under any circumstances or without informing you first, please inform the school in writing.**

### ***Health conditions requiring special management:-***

In case, the child suffers from any condition that requires special management such as asthma, allergies, diabetes, epilepsy etc., parents/caregivers are required to **provide clear written instruction on the kind of management required to address the conditions.** The instructions must include side-effects of medication provided and the medical protocol you have followed in the past or have prepared for.

### ***Physical Fitness related activities:-***

Please inform the school promptly in case the child has any condition that prevents or restricts the child's ability to participate in any school activity, including any sport or tournament. Many physical activities and sports have inherent risks of injury associated with such activity and while the school takes all reasonable care it cannot be held liable for any such injury.

**Health care assistance during extended school hours:** Staff trained in first aid will be available during extended school hours.

### ***Out of school trips:-***

Outstation trips are optional and the pre-trip consent form must specify any health concern or medication required during such trips (*even if* information has been previously provided to the school under the Medical Form). On site, the camp's Healthcare facilities provided by camp facilitators will apply. Information regarding the onsite facility and details of the facilitator will be provided prior to the trip to help make an informed decision.

### ***Contagious Sickness:-***

Students suffering from a contagious illness/disease such as viral flu, chickenpox, measles, TB etc. are expected to recuperate at home. A medical fitness certificate will be required to rejoin the school.



### ***Emergency Care and First Aid:-***

During an emergency and in case of serious injury or health condition, authorized staff member, who is trained in the basics of first aid, will give first aid when appropriate. Every effort will be made to contact the parents/caregiver/emergency contact in the event of an emergency. (In the event a parent/caregiver/emergency contact cannot be reached, the child will be transported to the nearest/most appropriate hospital /medical care facility, as determined by the school based on an assessment of the child's condition.)

#### **SUMMARY OF KEY POINTS:**

- Administration of first aid by the school.
- Administration of basic non-prescription medication stored at school (unless the school receives written instruction not to give any medication or any particular kind of medication).
- Providing the school with current, accurate and complete information of the physical, mental and emotional health of the child.
- Providing the school with detailed written instructions in case of any medical condition that requires special management in the school.
- In case of an emergency where either parent/guardian/emergency contact is not reachable, permitting the school to transport the child to the nearest/most appropriate medical care facility as determined by the school, for emergency medical treatment including any required scan, x-ray, MRI or emergency procedure including surgery.
- Accepting the school's decision without dispute or without disclaiming any responsibility towards costs.
- Payment of all costs and fees related to such emergency care or treatment by the parent directly to the hospital/medical center and/or reimburse the school in full on all costs incurred.
- Based on the consents provided, parent releases the school and its authorized representatives , management, trustees and permitted assigns) from, any claims directly or indirectly arising from such emergency response or health care support provided in or outside school.
- Working in partnership with the school to ensure the safety and well-being of the child.

## **27. The Infirmary**

This room is open for students who may need first aid services. There is a Nurse available. Students going to the Infirmary during class time must have a class pass from the teacher whose class they are missing. If the nurse determines that the student is too ill to continue with classes, parents will be notified and requested to take the student

home. The nurse records the details of every student. The health service staff cannot keep sick children at school, so parents are expected to pick them up immediately. While they may refer students for vision testing, personal hygiene, or other problems related to health, school staff are not available for consultations on personal health issues—nor are they in a position to make diagnoses or prescribe medication. Parents must always follow up with a visit to their family physician. In case of an injury, the child is taken to the hospital in consultation with the parents. In serious situations, if the parent is not contactable, the school will take the necessary action which may also mean hospitalization.

It is mandatory for parents to fill the online Medical Form that records the health and the medical history of the child. It is the responsibility of the parent to keep the school authorities informed about any ailment/injury/medication that the school needs to take care of. Parents must submit the detailed document of the symptoms, actions to be taken immediately and any other important guidelines that will help the school take care of the child within the school premises.

## **28. Transportation Policy**

The school operates its buses on specific routes. Though we try our best, it may not always be possible to drop students at their doorstep or to accommodate requests for changes. Once a route has been finalized no changes/diversions will be entertained, and parents are requested to co-operate. If any student is found violating the code of conduct for the bus, the bus facility may be withdrawn. The onus of deciding the gravity of the situation is on the teacher-in-charge of the bus. Attendance is recorded by the route in-charges in their respective route diary.

The transportation policies and procedures for parents are given below:-

- The list of stops is prepared keeping in view the convenience and safety of all the commuters. Therefore, buses will not stop according to individual convenience.
- Parents are required to pick up the child from the designated stop. In case the parent/guardian/caretaker is not there to receive the child with the I-card, the driver is instructed to bring the child back to the school.
- In case of a change in route or destination, please inform the school transport authorities in writing to facilitate efficient planning. Please inform us in advance because drivers are not authorized or permitted to take these decisions. Please avoid calling drivers directly as the mobile phones given to them are for emergencies only and they are not permitted to use them while driving.
- Students will be held responsible for any damage caused to the bus by their negligence or vandalism and a fine will be incurred.
- On receiving a complaint against a student using in-discipline or being disobedient to the bus staff, his/her bus facility is liable to be withdrawn.
- Parents should drop their children outside the bus and should not board the school bus.
- Parents are requested not to complain to the bus driver, conductor or security guard but report the matter to the transport-in-charge / section educator in writing.
- Please ensure that you understand the transport rules and encourage your child to follow them to enable the smooth running and safety of the transport system.

## **Bus / Cab Rules for Students:-**

- All the students using the school bus or cabs are expected to be at the stop at least five minutes before the arrival time of the vehicle.
- Vehicles will not wait for late comers.
- Students should board and exit the vehicle in an orderly and safe manner.
- No student should come near the entry door of the bus until it comes to a complete halt.
- The front door of the bus is the only authorized entrance and exit.
- All students should occupy the vacant seats immediately after boarding the bus.
- Students are to occupy only one seat in the bus.
- They should sit on the seat with their back against the seat, and feet on the floor.
- Students should not lean out of the window and should keep all body parts inside.
- Students should not leave their seat/stand without permission from the driver.
- Do not litter in the bus, damage or destroy property.
- Objects or eatables of any kind must not be discarded inside or thrown out of the bus.
- Be soft and gentle in your conversations in the vehicle.
- No student should disturb or harass any other student, teacher, didi or bhaiya in the bus. They should be courteous and respectful and listen to them.
- Do not disturb others, especially the driver.
- Students should not play games within the vehicle that cause physical harm to other students.
- Students should not indulge in any form of physical overall abuse.
- Students should treat the vehicle with care.
- No student will tamper with bus/ vehicle control or emergency equipment.
- Any damage caused to the vehicle will be charged to the person responsible or when not owned up, divided equally amongst all. The school transport is for the comfort of students and they should take care of it.
- The drivers are authorized to stop buses at the designated stops only, unless otherwise directed by the teacher in the bus.
- Always obey and respect the bus monitor/conductor and the driver.
- When disembarking from the vehicle, students should ensure that they are carrying all their belongings and must look out carefully for the traffic on the road.
- No parent will board the bus without the permission of the school or take any disciplinary action in his own hands against any other student.

## **Guidelines for Parents Using Private Transportation**

### **Parents must ensure that**

- The vehicle is in good condition.
- Sitting capacity should not exceed the number of seats available in the cab.
- The authorized driver has adequate driving experience.
- The vehicle is not LPG operated.
- It is advisable that parents carry out due police verification of the cab driver and road-worthiness of the vehicle. Details of the vehicle and driver's license number are to be provided to the school for maintaining records.
- The telephone numbers of the cab driver must be with each parent using that vehicle.
- The telephone numbers of the driver and cab details must be provided to the transport manager as well as the concerned class teacher.

## **29. Emergency Evacuation**

Emergency plans have been developed and will be distributed to each staff member. Drills will be held throughout the year to familiarize students and faculty with problems and necessary procedures. Teachers will give specific instructions to students throughout the year.

### **Students should know and follow these rules:-**

- Upon hearing the alarm, students must proceed in a single line without talking, always under direct supervision of the teacher.
- Students will proceed to an assigned location outside the building. All students should remain with their teacher whose classroom they are in at the time of the evacuation.
- Junior Programme children should be taught that when they are out of their classrooms and separated from their teachers, they should stay with the "special" teacher whose classroom they are in and leave the building from the nearest exit.
- Once students are safely gathered outside, Class Teachers are responsible for attendance.

### **Emergency Procedures**

Evacuation plans should be posted in all corridors. It is the responsibility of every teacher to understand them clearly. Drills will be held throughout the year to familiarize students and faculty with necessary procedures and problems. In the event of a crisis, the Principal is the primary coordinator and the school's spokesperson. The reception will serve as the control center.

## **30. Energy Conservation: Being a Green School**

Being a caring school and a responsible institution, it is our responsibility to conserve and observe sustainable practices for safer environment. The following is the list of

energy conservation measures for your information and action where appropriate. Please be aware that this list is not necessarily complete, and we will all need to work together to save energy whenever possible.

- When leaving an office or classroom, we turn off the lights.
- When air conditioning systems are operating, we do not leave doors or windows open.
- We have installed energy management systems and time clocks used to control various pieces of building equipment, including computers.
- Central air-conditioning units are set at about 27 degrees.
- We conserve and recycle water.
- Report inoperative air conditioning or leaky faucets immediately.
- We urge parents and staff to consider carpooling or other energy-saving practices which will also help with parking congestion.

## 31. Guidelines for Parents

**Establishing Trust and Communication:** Even the best schools in the world can only have an impact on their students' development and achievement if there is a strong, mutually supportive link between the home and the school. Parents, teachers and students must work to create a genuine learning community that is characterized by care and respect, committed to nurturing children through mutually supportive strategies that are aligned with the mission and vision of the school and which are based on sound principles of child and adolescent development and effective pedagogy.

To foster that mutual understanding, as well as to ensure the safety and security of our campus, The Heritage School has outlined the following guidelines which we request parents to uphold and endorse:-

- Parents are expected to carry the parent copy of the I-card at all times whenever they visit the school regardless of the purpose of the visit.
- Parents are requested not to go to the classes directly during school hours.
- Parents should sign in at the front gate to fill in the Visitor's Pass and receive a Visitor's ID Card.
- Parents should not send items to school to be distributed to students during school hours, except in medical emergencies. We strongly discourage sending forgotten lunches or homework assignments to the school reception. If the child forgets these at home, parents should refrain from sending such stuff to the reception.
- Parents are requested to support their ward/s' progress by paying attention to the irregularity, punctuality and discipline and by showing interest in their work.
- Parents are expected to follow all written policies, particularly regarding regular occurrences such as leaves, tardiness and absences.
- Parents are requested to check the Website regularly for the class and the home assignments and remarks meant for their information.



- Parents are also requested to visit the school website regularly, carefully read all school circulars and check the updates and important announcements uploaded there.
- Parents are requested to inform the school immediately about the change of address, telephone number, e-mail address or designation.
- For problems relating to school transport, parents are requested to contact the transport manager instead of approaching driver, conductor or matron.
- Parents must refer to the school calendar, date sheets and other circulars on the school website instead of making inquiries on phone.
- Parents are requested to meet the class teacher on the scheduled day when the class teacher has made herself/himself available, or seek a prior appointment for the meeting.
- Parents should avoid criticism of a teacher or the school in the presence of the child, as this undermines the strong, positive relationship between student and teacher, which is so essential for true learning to take place.
- Parents should advise their wards to be careful about personal belongings, discouraging them from bringing valuable items to school.
- Parents should ensure that their wards do not bring mobile phones, smart watches/devices, pen drives or personal music devices to the school as these items will be confiscated and not returned. No request by the parents in this regard will be entertained.

## Parent Teacher Communication

- School almanac which has a section allocated for teacher/parent communication is the recommended form of communication. Parents must not send communication on chits of paper as these can be misplaced and not communicated to the teacher.
- It is absolutely mandatory for parents to read and acknowledge the teacher's remarks in the almanac everyday.
- Parents should also read and update themselves on the circulars and notices uploaded on the student portal.
- Parents can also seek appointment from the teachers through the school almanac. The teacher may fix the time as per her availability.
- Parents are also free to forward their concerns through mail at the school Email ID: [info@noida.theheritageschool.in](mailto:info@noida.theheritageschool.in)
- Parent Teacher Meet (PTMs) are another means of communication, which happen four to five times a year. These meetings are largely to have a broader discussion about all academic and non-academic issues. When the issue (general, academic or non-academic) is of deeper concern and specific to the child, a separate one-on-one appointment may be sought from the teacher which she shall accommodate as per the availability of her free time slot in the Time Table.
- During the PTM you are expected to meet the teacher according to your allotted time or as per your turn. Entry has to be made on the Attendance Sheet for the purpose of attendance and turn to meet the teacher. It is important to be precise

and focused on the important issues. Respecting everybody's time is important.

- Please be punctual as the gates are closed after 15 minutes of the last time slot allotted to the parents. Please carry the parent copy of the ID Card of your child.

#### Note:-

- If any parent wishes to have a meeting with the Principal, Programme Leaders or Counsellors, the reception will arrange for the meeting at a convenient time.
- Appointments will be at the discretion of the school based on the time schedule and the nature of query/issue.
- Appointments will be on one-on-one basis to address individual issues.
- Representations by proxy or for other than one's own ward will not be entertained.

### Communicating Concerns

Communication cannot happen unless there is a mutual assumption of good will and positive intentions, based on trust and transparency. When parents have questions or concerns, a clear procedure must be in place that is designed to lead to increased mutual understanding and, most importantly, towards finding solutions in the most expedient way possible. Towards that end, this is the procedure that parents should follow:-

- Parents are asked to communicate with all school employees in a respectful manner.
- If the tone of an e-mail or SMS is disrespectful or confrontational, the Department Head or Programme Leader will intervene and call a meeting immediately.
- If the tone of the meeting becomes disrespectful or confrontational, it will be ended immediately and rescheduled for a different time.
- If the disrespectful behaviour continues, the Principal will convene a meeting to resolve the issue.
- Parents should deal first with the person who is most directly responsible for helping to identify a solution.
- This means that for most issues, the first point of contact is the classroom teacher.
- For matters of logistics or support services such as transportation or facilities, it would be the person in charge of the specific service.
- Parents must make individual appointments regarding their own ward/s' issues.
- Delegations representing group causes do not generally result in solutions.
- Each student's needs are different and need to be addressed individually.
- Students, parents or teachers will not be discussed *in absentia*.
- Parents must take an appointment ahead of time in order to meet a teacher or an administrator.
- Appointments should be made in advance by phone, SMS or e-mail.
- If the problem cannot be solved at the level of the classroom teacher or the person in charge of the area of concern, then that person, together with the concerned parent, should take the issue up to the next higher level which would be the programme leader or the facilitator.
- The Principal should not be expected to overturn a decision made by the person directly responsible for the area of concern unless:-
  - There are new circumstances which must be taken into account OR

- The Principal deems that there has been unprofessional or inappropriate conduct—in which cases the matter will be taken up as a grievance.

## **32. Guardianship/Child Custody Information & Related Instructions**

The Heritage is an inclusive environment and biological, adoptive, surrogate parents and guardians of wards are welcome. That said, we also recognize that families may go through changes from time to time. In order to ensure that our students experience a seamless protected environment, we request you to please familiarize yourself with the school's communication policy with respect to parents going through separation or situations such as the loss of parent or remarriage and update our records in a timely manner. The school will recognize and communicate with the parents identified in the

Admission Form or the most current school records. Please use the Change in Marital Status/Guardianship/ Child Custody Form available on the school website in case of any change in the marital status in future.

### **General Instructions for All Parents**

- The Registration/Admission Form requires the details and **signature of both** biological and adoptive parents of the applicant.
- You can identify one parent as the “Preferred Contact” for receiving all school communication by e-mail, or telephone notifications (SMS or phone calls). In such a case, the “Preferred Contact” will receive school communication as per the contact details provided in the Registration/ Admission Form.
- The Registration/Admission Form may also be filled by a single parent/legal guardian having sole custody and care of the child (supported by legally valid documentation), as per the instructions provided below in the section.

### **SPECIFIC INSTRUCTIONS FOR SEPARATED/DIVORCED PARENTS OR SINGLE GUARDIAN**

- In case of any change in the marital status and/or change of communication details, it is the sole responsibility of parents to inform the school immediately of such change through a joint application signed by both parents with appropriate document reflecting such change.
- In case of death of a parent, the surviving parent is required to submit the death certificate to the school.
- The school shall have the sole discretion to seek any further details/documents (if any) as required.

## **33. General Information**

### **Essentials to be carried every day to school**

A labelled school bag adequate to accommodate 11 inches x 13 inches size file

- Student ID card
- School Almanac

- Pens class V onwards
- Water Bottle
- Snacks tiffin and lunch tiffin for those who do not avail the Mess facility

### Things not to be carried to School

- Expensive and flashy items like watches, jewellery, pens, etc.  
Electronic items like iPods, Cellphones, Discman/Walkman, PSP, Game Boy, CDs and CD Players, Handheld video games, etc.
- Toys, balls, and sporting equipment.
- Inappropriate books, magazines, with racist, communal or obscene literature or images.
- Sharp items like cutters, scissors, blades etc.

If any of these items are found with the children, they will be confiscated and not returned under any circumstances. Disciplinary action will be taken as deemed fit by the school.

## 34. Dress Code Policy

One of the core education principles at The Heritage is that each child is unique and different, and we want our children to celebrate their uniqueness. Our whole curriculum and approach to learning are focussed on uncovering the child's uniqueness as well as empowering our students from an early age to make responsible choices. For us, this belief is reflected in our dress code policy. **Letting the child wear regular clothes is a symbolic gesture of accepting and appreciating one's uniqueness, which is why we do not require uniforms. We make it clear that, while we are not prepared to debate this policy, we are prepared to help students, parents and teachers understand, articulate and uphold this policy.**

While we fully recognize that outward appearance is only one aspect of a child's personality, we maintain that when children choose the clothes they wear, **they are exercising creativity that reflects an evolving sense of Self through preference for colour and style**, projection of mood and even expression of pure whimsy and imagination.

Children are also developing an **appreciation for the creative expression of others as well as an understanding of what is practical and appropriate for a range of activities and events**. Last but not the least, through our guidance they will become aware that **it is a privilege to have a choice of nice clothing that not all children enjoy**.

Our policy also reflects **an awareness of the sensibilities and expectations of the broader community and culture that provide the context for our school**. While we genuinely believe that children, as adults, should be free to choose clothing that expresses their individuality and uniqueness, we also want older students in particular to be conscious that **they are representing their school everywhere they go, particularly when they participate in school-sponsored activities or interact with students from other schools**. On those occasions, such as a sports tournament or MUN conference or debate, students should comply with the clothing requirements specified

by their coaches or advisors. (See dress code below.)

### The Dress Code:-

- Shirt of practical, appropriately modest designs
- Knee-length shorts or long pants of practical, appropriately modest design
- Limited use of accessories or cosmetics (i.e. that do not draw attention to themselves—for example, deodorant, small ear studs, hair clips)
- Good grooming, hygiene, neatness and cleanliness at all times, including skin, hair, nails, clothing and footwear
- Appropriate dress as required for special occasions (i.e. sports uniform, blazer or suit and tie for formal occasions)
- Business Casual for in-school presentations or visits to other campuses, Smart for functions such as MUN, Formal for ceremonies
  - Business Casual:- neat trousers, shirt with a collar
  - Smart:- Black or dark-coloured dress pants (not jeans or track pants) or skirt of modest length OR suit; white or light-coloured shirt; dark dress shoes
  - Formal: saris / achkan, kurta pajama / salwar kameez, dresses / blazers or suits; dress shoes or sandals

### Consequences for Violation of the Dress Code:-

- Reinforcement of the guidelines for dress follows the Discipline Policy in a fair and consistent manner:-
  - **First or minor violations:** The Class Teacher will speak to the student
  - **Second or more serious violation:** the student will be asked to contact parents, in the presence of a counsellor or programme leader, and ask that a suitable alternative be sent to school immediately
  - **Subsequent violation or deliberate serious violation:** student will be sent home immediately, as an unexcused absence, and will only be readmitted when accompanied by parents
- Violations include the following:-
  - Clothing that is distracting or immodest (i.e. length of skirt or shorts, tight jeans or shirts, prominent display of brand names and logos, inappropriate words or decorations on garments, flashy make-up, body piercing or tattoos)
  - Clothing that is impractical (i.e. stiff fabric or tight fit that restrict movement, slippery or dangerous footwear)

### Junior and Middle Programmers

#### What we expect from students:-

- Freedom of expression through choice of colour and style
- Empowerment and accountability reflected in consideration of what is practical and appropriate for a variety of activities, including:-
  - Outdoor play requiring unrestricted movement and flexibility
  - “Messy” activities using materials such as paints, dirt or food
- Awareness of the privilege of having nice clothes to wear
- Evolving understanding of the limited role of clothing as a superficial reflection



of personality rather than a lasting indication of character

**What we expect from parents:-**

- Support for our policies, particularly in communicating them to children
- Model through your own attitude that clothes should be fun and practical but should not become a source of vanity or obsession
  - As much as possible, brand and label-free
  - Inexpensive, to free children from guilt if they stain or tear their clothes
  - Appropriately modest and low-key to avoid self-consciousness
- Ensure that children choose clothing that they can manage by themselves:-
  - Soft fabrics in styles which allow unrestricted movement and activity
  - Easy to take on and off without help:-
    - Velcro closures on shoes for children who have not learned to tie
    - Bottoms that are quick and easy to pull up and down in the toilets

**What you can expect from us:-**

- Acceptance and celebration of the unique character of each of our students and of their creative expression of their individuality in myriad ways
- Discretion and individual follow-up with parents regarding clothing that we deem inappropriate, including the following:-
  - slippery shoes or open sandals
  - stiff fabrics, tight pants, skimpy shirts, short skirts or shorts
  - clothes with inappropriate images, brands or slogans
- Advance notice regarding special events (i.e. festivals, field trips or performances) that require particular clothing

## **35. Information And Communication Technology (ICT) Acceptable Use Policy**

**Important terms used in this document:**

- The abbreviation 'ICT' in this document refers to the term 'Information and Communication Technologies'
- 'Cyber Safety' refers to the safe use of the Internet and ICT equipment/devices, including mobile phones
- 'School ICT' refers to the school's computer network, Internet access facilities, computers, and other school ICT equipment/devices as outlined below
- 'Objectionable' in this agreement means material that deals with matters such as sex, cruelty, drug abuse, nudity or violence in such a manner that it is likely to be injurious to the good of students or incompatible with the school environment

**Overview**

Access to technology, including particularly the Internet, is primarily for Heritage School- related educational purposes, including communications related to the school's authorized professional development and activities related to a person's duties.

## Purpose

The purpose of this policy is to define the appropriate uses of the Internet and ICT resources by the school students. At school, a balance is required between setting rules and allowing the liberty to explore, connect and experiment while advocating responsible use. This Policy Document is required to educate the users of their rights and duties and enable the users to leverage ICT with confidence and develop ownership for their online experience.

## Scope

The ICT usage Policy applies to all students who access the Internet or ICT during school hours. The school's ICT users are expected to be familiar with and to comply with this policy, and are also required to use their common sense and exercise their good judgement while using Internet services.

The policy covers all school owned ICT systems and privately-owned devices (laptops, cameras, mobile phones, tablets, pen drives, etc.).

## Disclaimer and Contractual Obligation

The school maintains policies about the use and security of its systems in the interests of protecting its users and ensuring the reliability of information systems. All students are expected to be familiar with these policies. Violations of policies stated in this document can lead to the suspension of ICT system usage privileges pending investigation of circumstances. Serious violations of the policy will be referred directly to the appropriate authorities. The penalties may be as severe as suspension or dismissal of enrolment, termination from the school, and/or criminal prosecution by appropriate law enforcement agencies. The use of the school's network and facilities constitutes acceptance of this policy.

This policy shall be deemed to have been made in Noida, U.P., and shall be construed in accordance with the laws of the State. All actions or proceedings relating, directly or indirectly, to this policy shall be litigated only in courts located within the State jurisdiction.

## Section A: Initiatives and Rules for ICT

This section of the document includes information about the students' obligations, responsibilities, and the nature of possible consequences associated with cyber safety breaches which undermine the safety of the school environment.

### Acceptable Usage

Internet usage is granted for the sole purpose of supporting school activities. All students must follow the school's principles regarding resource usage and exercise good judgement in using the Internet.

Acceptable use of the ICT might include:

- Communication between students/ vendors/teachers for school purposes

- Research for school purposes
- Studying Computer Science and other software packages associated with the school
- All students whether or not they make use of the school's computer network, Internet access facilities, computers and other ICT equipment/devices in the school environment, will be issued with a use agreement. Students and their parents/guardians are required to read these pages carefully, and return the signed use agreement form to the school office for filing.
- Students will be permitted to use privately-owned/leased ICT equipment/devices on the school site, or at any school-related activity, only after the policy document is signed by the parents/guardians and submitted to the school.
- The use of any privately-owned/leased ICT equipment/devices on the school site, or at any school-related activity must be appropriate to the school environment and only under the observation of the school staff members.

## **Prohibited Usage**

All policies listed in this point are strictly prohibited in the school. Any violation will result in strict disciplinary action by the school.

### **1.1. School's Digital Content**

- Accessing school information that is not within the scope of one's work which includes unauthorized reading of employee/student account information, unauthorized access of personnel file information, and accessing information that is not needed for proper execution of job functions.
- Using school digital content (images, research, reports, records etc.) for personal usage.
- Misusing, disclosing without proper authorization, or altering student or personnel information. This includes making unauthorized changes to a personnel file or sharing electronic school or personnel data with unauthorized personnel.
- Deliberate pointing or hyper-linking of school Web sites to other Internet/WWW sites whose content may be inconsistent with or in violation of the aims or policies of the school.

### **1.2. Inappropriate Digital Content**

Inappropriate Digital content includes but not limited to pornography, drug abuse, nudity, illegal content, content that harasses a particular caste, creed, race, sex or individual. It is strictly prohibited to:

- Access, acquire, store, and distribute such data.
- Download and distribute such digital content that is illegal or infringes the Indian Copyright Law.
- Conduct of a business enterprise, political activity, engaging in any form of intelligence collection from our school premises, engaging in fraudulent activities, or knowingly disseminating false or otherwise libellous materials.
- Impersonating any school staff or student on any digital platform.
- Engage in cyber bullying, harassment, or disrespectful conduct

toward staff or students in a way that could cause offence to any individual or harm them (physically, mentally or socially), put anyone at potential risk, or in any other way be inappropriate to the school environment.

### **1.3. ICT Resources**

- Any attempt to get around or bypass security, monitoring and filtering that is in place at school or disrupt the smooth running of any school ICT systems.
- Using ICT resources (school/private owned) without permission of the school authorities and beyond the approved duration.

### **E-mail Communication**

- E-mail is an official channel for communication for the school.
- All email communication between students and staff members on school purposes must be made from an official school email account.
- Students need to use a formal tone while communicating through e-mail.
- Students should login with their own user name/email ID and not allow anyone else to use them.

### **Copyrighting**

Copyright is a right given by the law to creators of literary, dramatic, musical and artistic works and producers of cinematograph films and sound recordings. In fact, it is a bundle of rights including, inter alia, rights of reproduction, communication to the public, adaptation and translation of the work. There could be slight variations in the composition of the rights depending on the work. The Indian Copyright Act, 1957 governs the system of copyrights in India.

The users must respect the copyright and licensing laws with respect to software, information and other materials retrieved from the Internet. The number of user licenses for approved software must not be exceeded by illegal copying or other means. Uploading and Downloading of un-approved software is not permitted. The use of personal disks, memory sticks and any other IT accessories requires prior approval from the IT department.

### **Passwords**

- Passwords must be strong. A strong password is at least 8 characters in length with a mix of lower case (abd . . .) and upper case (ABC . . .) letters, symbols (#\*@ . . .) and numerals (123 . . .)
- Students should not allow any other person access to any equipment/device/software logged in under their own user account.

### **Personal Usage**

- Using school computer resources to access the Internet for personal purposes is strictly prohibited and will call for disciplinary action.
- Students who choose to store or transmit personal information such as private keys, credit card numbers or certificates or make use of Internet "wallets" on the school's devices do so at their own risk. The school is not responsible for any loss

of information, such as information stored in the wallet, or any consequential loss of personal property.

- The school logo, which is produced in various forms, is a registered trademark and a key part of the School's identity. Its use is tightly constrained and it is most unlikely that any use on social media will be authorized. For any requests about the logo, contact the IT Department.

## **Expectation of Privacy**

### **Monitoring**

Students should consider their Internet activities as periodically monitored and limit their activities accordingly. The school reserves the right to examine E-mail,

personal file directories, web access, and other information stored on the school ICT, at any time and without notice. This examination ensures compliance with internal policies and assists with the management of company information systems.

### **E-mail Confidentiality**

Students should be aware that clear text E-mail is not a confidential means of communication. The school cannot guarantee that electronic communications will be private. Students should be aware that electronic communications can, depending on the technology, be forwarded, intercepted, printed, and stored by others. Students should also be aware that once an E-mail is transmitted it may be altered. Deleting an E-mail from an individual workstation will not eliminate it from the various systems across which it has been transmitted.

### **Auditing**

The school may audit its computer network, Internet access facilities, computers and other school ICT equipment/devices or commission an independent forensic audit. Auditing of the ICT equipment/devices may include any stored content, and all aspects of their use, including email.

### **School Hardware Resources**

- Students shall use the school's ICT resources with respect and care.
- Any ICT resource issued in the name of a student will be the student's responsibility for the assigned duration.
- Students will not connect any device (such as a USB drive, camera or phone) to, or attempt to run any software on, school ICT without the IT Department's permission. This includes all wireless technologies as well.
- Students need to report any breakages/damage of the school ICT resources to the school authorities immediately.
- In case of any deliberate damage/breakage/loss of school ICT resources, the concerned student(s) will be charged for repairs.

## **Section B: Multimedia and Publishing Policy**

- Multimedia can be used as a resource for the school's training, learning and



advocacy. This section of the document lists the school's policy towards usage of multimedia and publishing of digital images/videos.

- Staff members are permitted to take digital/video images to support educational aims, but distribution of those images should be done only for organizational purpose.
- The pictures to be published on the school's website, or elsewhere, will be selected carefully and will comply with good practice guidance on image use.
- The student's full name will not be used anywhere on a website or blog, particularly in association with photographs.
- A written consent from the parents or guardians will be taken for publishing of photographs of students on the school website and social media sites.

## Section C: Social Media Acceptable Usage Policy

### Overview

The widespread availability and use of social media applications bring opportunities to understand, engage, and communicate in new and exciting ways. It is important that we are able to use these technologies and services effectively and flexibly.

However, it is also important to ensure that we balance this with our duties to our school, the community, our legal responsibilities and our reputation.

For example, our use of social networking applications has implications for our duty to safeguard children, young people and vulnerable adults.

The policy requirements in this document aim to provide this balance to support innovation whilst providing a framework of good practice. They apply to all staff members and students of the school.

### The purpose of the policy is to:

- Protect the school from legal risks
- Ensure that the reputation of the school, its students and governors is protected
- Safeguard all children
- Ensure that any users are clearly able to distinguish where information provided via social media is legitimately representative of the school

### What is Social Media?

Social media is a fun part of everyday life, but it can carry risks. This short guide is intended to help students to avoid any pitfalls, while still making best use of social media for study and research as well as social purposes.

Despite the immense opportunities represented by social media, there are significant risks. Social media allows individuals to communicate with a potentially huge audience, and given the interpersonal nature of their form, can blur the lines between a personal voice and an institutional voice.

Social media includes any Website in which visitors are able to publish content to a larger group. Content shared may include (but is not limited to) personal information, opinions, research, commentary, video, pictures, or business information. Social networking applications include, but are not limited to: Blogs, Online discussion forums, Collaborative spaces, Media sharing services, 'Micro

blogging' applications, and online gaming environments. Examples include Twitter, Facebook, Windows Live Messenger, YouTube, Flickr, Xbox Live, Blogger, Tumblr, Last.fm, and comment streams on public websites such as newspaper site.

## **Social Media Guidelines for students**

### **Think about your personal safety**

Don't reveal data about you that:

- could be used to impersonate you/steal your identity (date and place of birth, for example)
- might reveal your actual whereabouts (at home, for example) - so think about who you share your location with might cost you money (look out for scams and freebies: anything that looks too good to be true, usually is!)
- Never give out your password to anyone other than a guardian or parent.

#### **1. Get the tone right.**

Never forget that your postings, whether they are on a blog or public Facebook site, can be read by millions. Ensure your tone is right and strike the right balance between informality and formality.

#### **2. Think twice before posting.**

There is no such thing as privacy on the internet. Word spreads quickly. Search engines can turn up posts years after they are created - even after you think you have deleted them - and comments can be forwarded or copied. Inappropriate or inaccurate comments which are damaging to a person's reputation should be avoided, as they could result in a claim of libel. Do not say anything online that you would not say in public. Think carefully about posting anything which you would not want a future employer to read.

#### **3. What might seem anonymous usually isn't.**

Your use can be tracked, even if you think you have an anonymous user account.

#### **4. Make it accurate.**

If you are making a serious contribution to a debate via social media, make sure you get all your facts right, as you would when writing an essay or a report. If your content is associated with the school, then it reflects on the school's reputation for quality.

#### **5. Be respectful. ■**

Content on a social media site could encourage comments or discussion of opposing ideas – the audience is far wider than your peers. Consider all comments and responses carefully in light of how they would reflect on you or the school.

#### **6. Relationships online.**

Be careful of relationships developed online. You don't really know who the other person is online. Never under any circumstance meet someone alone in person whom you have only met online.

## **Section D: Advice for Parents**

- While in school, teachers will guide students towards appropriate materials on

the Internet. Outside school, parents or guardians bear the same responsibility for such guidance as they would normally exercise with information sources such as television, telephones, movies, radio and other media.

- Appropriate home use of the Internet by children can be educationally beneficial, and can make a useful contribution to home and school work. It should, however, be supervised, and parents should be aware that they are responsible for their children's use of Internet resources at home.
- Parents should discuss with their children the rules for using the Internet and decide together what comprises appropriate use.
- Parents should get to know the sites their children visit, and talk to them about what they are learning.
- Parents should ensure that they give their agreement before their children give out personal identifying information in any electronic communication on the Internet, such as a picture, an address, a phone number, the school name, or financial information such as credit card or bank details. In this way, they can protect their children (and themselves) from unwanted or unacceptable overtures from strangers, from unplanned expenditure and fraud.
- Parents should encourage their children not to respond to any unwelcome, unpleasant or abusive messages, and to tell them if they receive any such messages or images. If the message comes from an Internet service software provided by the school, they should immediately inform the school.

## Section E: Bibliography

[http://www.cybersafety.org.nz/kit/Use%20Agreements/agreements/secondary\\_ua.html](http://www.cybersafety.org.nz/kit/Use%20Agreements/agreements/secondary_ua.html)

<http://stpatriksacademy.wholeschoolvle.com/file.php/1/internet-policy.pdf>

<http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/guiSocMedStu.pdf>

<http://www.cushing.org/page/summer/student-life/summer-student-handbook/social-media-policy-for-students>

[http://www.nhcs.net/mosleyplc/documents/Picture\\_Release.pdf](http://www.nhcs.net/mosleyplc/documents/Picture_Release.pdf)

[http://www.cusd80.com/cms/lib6/AZ01001175/Centricity/Domain/3789/PhotoRelease\\_Permission\\_Slip.pdf](http://www.cusd80.com/cms/lib6/AZ01001175/Centricity/Domain/3789/PhotoRelease_Permission_Slip.pdf)

## Section F: ICT Acceptable Usage Policy Form

**We understand that the school will:**

- Do its best to keep the school cyber safe. This includes working to restrict access to inappropriate, harmful or illegal material on the Internet or school ICT equipment/devices at school or at school-related activities, and enforcing the IT safety rules and requirements detailed in user agreements.
- Keep a copy of this signed user agreement form on file.
- Respond appropriately to any breaches of the user agreements.
- Provide members of the school community with IT safety education designed to

complement and support the user agreement initiative.

- Welcome enquiries from students or parents about ICT safety issues.

#### **As a student**

- I will read this user agreement carefully.
- I will follow the rules and instructions whenever I use the school's ICT.
- I will also follow the rules whenever I use privately-owned ICT on the school site or at any school-related activity, regardless of its location.
- I will avoid any involvement with material or activities which could put at risk my own safety, or the privacy, safety or security of the school or other members of the school community.
- I will take proper care of school ICT. I know that if I have been involved in the damage, loss or theft of ICT equipment/devices, my family may have
- responsibility for the cost of repairs or replacement.
- I will keep this document somewhere safe so I can refer to it in the future.
- I will ask the school management if I am not sure about anything to do with this agreement.

#### **As a parent:**

- I will read this IT safety user agreement carefully and discuss it with my child so we both have a clear understanding of their role in the school's work to maintain an IT safe environment.
- I will ensure this user agreement is signed by my child and by me, and returned to the school.
- I will encourage my child to follow the rules and instructions.
- I will contact the school if there is any aspect of this user agreement I would like to discuss.
- I have read this ICT user agreement document and am aware of the school's initiatives to maintain a cyber-safe learning environment, including my child's responsibilities.
- I also understand that the school may need to access privately owned ICT devices for investigation in case of any breaches of this policy document.

### **Section G: Multimedia Policy Consent Form**

During the student's tenure in the school, his/her image/photograph may be included in a classroom or school project that could be used in one of the following ways:

- Used as a sample project/activity on CD's created by the school for use in education workshops and student classrooms.
- Posted on the school web pages and school's social media web sites.
- Appear on videotape made during a student presentation of their project, or in broadcasts or videotapes demonstrating computer multimedia in general.
- Used in a printed publication such as a newspaper or magazine.

As a parent or guardian of this student, I, hereby, consent to the use of photographs/videotape taken during the course of the school year for publicity, promotional and/or educational purposes (including publications, presentation or broadcast via newspaper, internet or other media sources). I do this with full knowledge and consent and waive all claims for compensation for use, or for damage.