



SREENIDHI
INTERNATIONAL SCHOOL
KINDLE THE LIGHT WITHIN

TEACHER HANDBOOK 2024-25

Approved By : Sreenidhi Board of Directors

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1. SREENIDHI INTERNATIONAL SCHOOL MISSION AND VISION STATEMENT

Vision

To create internationally minded, socially responsible global citizens.

Mission

Sreenidhi International School cultivates an intellectually challenging environment through holistic and impactful learning, fostering innovation, diversity and student voice, choice and ownership of learning to create internationally minded individuals.

Guiding Statements

- a safe, supportive and legally compliant environment which encourages respect, responsibility, tolerance and compassion.
- a high-quality education that promotes the pursuit of academic excellence, innovation, ethical perspectives and lifelong learning.
- education to be a shared partnership of mutual cooperation amongst all members of the school community.
- an environment of cultural diversity that enhances our school community as well as our understanding of the world.
- a continuum of IB curriculum that is comprehensive to prepare students for the future.
- the ability to demonstrate international-mindedness and attributes of the IB Learner Profile.
- behaviour standards that promote a respectful and responsible school environment.
- an inclusiveness in holistic opportunities dependent on the school resources and availability.
- an understanding of a collective responsibility towards society.
- a commitment to enshrine agency across the community.

IB Mission Statement:

The IB aims to develop inquiring, knowledgeable, caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

2. Sreenidhi values and High Quality Teaching and Learning

We strive to stay committed to our core values of **integrity, resilience and empathy** with the help of our enablers which are - Innovation, transparency, collaboration and empowerment.

High-quality learning is a process that involves developing the values, attitudes, skills, knowledge and understanding to become a global citizen. The values of empathy, integrity and resilience are developed through a learning and teaching culture that is innovative, empowering, collaborative and transparent

Sreenidhi International School aims to develop socially responsible global citizens. It does this by providing high quality learning and teaching through the IB continuum of education. The excellent learning and teaching is supported by impressive facilities providing international quality child protection and community wellbeing. Sreenidhi is known for its culture of innovation where community members feel happy and safe to look for new ways to develop global citizenship. Sreenidhi is a renowned destination for teacher professional learning. The community believes that innovation happens when community members are happy and demonstrate integrity, resilience and empathy. As a growing school community of over 900 students, Sreenidhi takes its wellbeing responsibilities seriously for the whole community.

3. Strategic plan 2021- 2026

The Sreenidhi International School Strategic Plan was written to guide school activities in pursuit of our mission and vision. During 2023 the strategic plan was merged with planning developed in relation to accreditation processes. The school now embraces a new **school improvement plan** which combines the incompleting parts of the strategic plan and new actions and goals emanating from CIS/NEASC/IB accreditation planning.

The development of the plan in 2021-22 was a collaborative effort with stakeholders. This strategic plan has guided us in reaching a number of goals, and all stakeholders are a part of making it happen.

The overarching organizational goals are:

1. To have a consistent growth in student numbers every year.
2. To be known as a 'green' school
3. To have innovation at the heart of teaching and learning
4. To be a happy community of staff, parents and students.

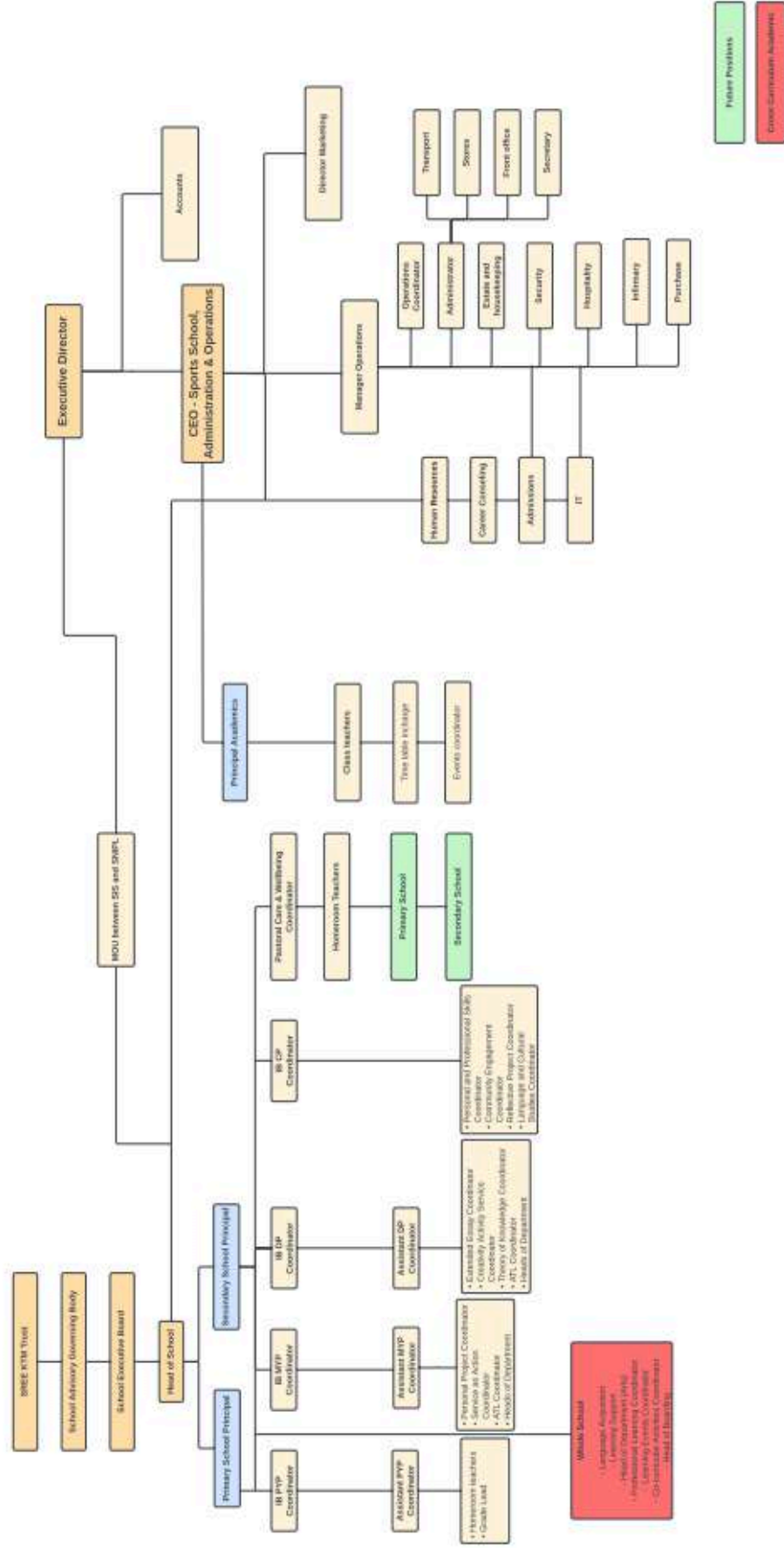
These and other goals are driven by a set of actions and strategies across six domains: Staffing; Wellness; Teaching and Learning; Facilities; Identity; and Leadership.

Reflecting on the many strategic goals set in 2021, we are making significant progress in several areas.

- Identity - Fostering a sense of belonging and pride among students, staff, and the community. Initiated annual school-wide events that celebrate the school's culture and achievements. Develop a vibrant social media presence showing who we are as a community beyond sports facilities. Develop mentorship programs that pair new students with existing students.
- Leadership - Enhanced leadership capabilities at all levels within the school, including bringing in new and experienced Principals.
- Teaching & Learning - Using HQLT (High Quality Teaching and Learning) as a framework to improve the quality and effectiveness of teaching and learning practices. Integrating technology (T-Hub, AI Art workshops, Apple devices etc) and innovative teaching methods into the curriculum.
- Staffing - Supporting continuous professional development for teachers. Establishing a peer observation and feedback system to promote reflective teaching practices. Recruitment of a broader range of experiences of teachers.
- Wellbeing - Implementing a comprehensive mental health programme that includes counseling services, workshops, an app for monitoring and awareness campaigns. Providing training for teachers to identify and support students with mental health needs.
- Facilities - Ensuring that school facilities support high-quality education and wellbeing. Investing in technology and resources that enhance the learning experience. Creation of a new makerspace facility and EY Centre plus high ropes course.

Any institution needs a strategic plan, in fact it is a requirement of our international accreditations with CIS and NEASC. However, more than that, in order for a strategy to be effective, a school culture needs to embody the shared beliefs and values. The culture at Sreenidhi strives for resilience, transparency, empathy and integrity.

4. Academic Organizational Structure



5. Culture and Learning environment at Sreenidhi International School

As an IB World School, Sreenidhi incorporates IB philosophy and practices, whilst enjoying and promoting local and global cultures. Teaching and learning is encapsulated in active, lively and practical learning. All teaching and learning is inquiry-driven, conceptual and using engaging and meaningful contexts to support learning. Classes are differentiated and teamwork developed through effective pedagogical approaches. Across the programmes teachers use assessment data to guide individual students and to inform curriculum development.

The learning environment reflects the school's beliefs around teaching and learning. Displays celebrate student learning whilst the spaces are used to maximize the abundance of outdoor spaces available for class time. Classrooms reflect a dedication to collaboration and teamwork, where students are seated in ways that support learning together in addition to individual work.

Agency of learners at Sreenidhi is captured in the vision and mission. Sreenidhi has one of the most well-developed systems for promoting student voice, choice and ownership in the IB World. The Student Council leads student activity and as part of the House system promotes community spirit. Students and parents have 'a say' in decision-making and can influence the direction of school activity. In classes, the students have a voice and can influence what is taught, how and where, in addition to influencing how learning is demonstrated.

CCA (Co-Curricular Activities) are at the heart of any quality education. It is vital that academic studies are supported by extra curricular activities that enable students to grow and develop skills and attributes. All teachers without exception are expected to contribute to the CCA programme which takes place after school from 3pm to 4.20pm on Wednesdays and Thursdays. There are two or three CCA blocks per academic year, and **teachers must commit to one block**, one day per week. If teachers are assigned academic support lessons they do not need to commit to CCA.

6. Academic Information

Sreenidhi International School is an IB World School situated in Hyderabad, India. Currently, the school is fully authorized to offer the following academic programmes:

- IB PYP (Primary Years Programme) - EY1 - 3 & PYP1 - 5 (Nursery through Grade 5)
- IB MYP (Middle Years Programme) - MYP1 - 5 (Grades 6 - 10)
- IB DP (Diploma Programme) - DP1 & DP2 (Grades 11 & 12)

Sreenidhi International School is a 'candidate' school for the IB Career-Related Programme (IBCP) - CP1 & CP2 (Grades 11 & 12), teaching starting in July 2025.

The Sreenidhi Graduation Diploma is recognized by the United States Department of Education and the Association of Indian Universities (AIU).

Sreenidhi International School is a fully accredited member school of the **Council of International Schools (CIS)**. CIS is a membership community committed to high-quality international education. The quality and rigour of a CIS International Accreditation are recognised by Ministries and Departments of Education around the world as the demonstration of a school's commitment to a high-quality international education.

The **New England Association of Schools and Colleges (NEASC)** accreditation has been awarded to Sreenidhi International School allowing the school to award a high school diploma that is accepted by universities in the United States and India. NEASC promotes a high-quality education for all students through accreditation, professional assistance, and the pursuit of best practices.

7. School Curriculum

IB PYP at Sreenidhi International School

Sreenidhi International School (SIS) - our primary years focus is on inquiry-based teaching and learning that is concept driven rather than a mere content driven curriculum. The transdisciplinary approach reiterates our belief that knowledge transcends beyond the individual subject area, thus aiding the development of skills, concepts, and attitudes which form the core of any learning. The path for lifelong learners is clearly demarcated. **It is a student-centered approach to education for children aged 3 -12.**

The Primary Section of SIS is an authorized school for the Primary Years Programme (PYP) of the International Baccalaureate Organization (IBO), which focuses on the development of the whole child as an inquirer both in the classroom and the world outside. The PYP is an example of best educational practice globally, responding to the challenges and opportunities facing young students in our rapidly changing world.

The PYP curriculum framework begins with the premise that students are agents of their own learning and partners in the learning process. It prioritizes people and their relationships to build a strong learning community.

PYP students use their initiative to take responsibility and ownership of their learning. The framework emphasizes the central principle of agency, which underpins the three pillars of school life:

- the learner
- learning and teaching
- the learning community

Embedded in the framework is the recognition of the importance of fostering an individual's self efficacy. Students with a strong sense of self-efficacy are active in their own learning and take action in their learning community.

Teachers are guided by six transdisciplinary themes as they design units of inquiry that both transcend and articulate the conventional subject boundaries of:

Language / Mathematics / Science / Social Studies / Personal, Social and Physical Education / and the Arts

IB MYP at Sreenidhi International School

The Middle School of Sreenidhi International School, Hyderabad is an authorized school for the International Baccalaureate (IB) Middle Years Programme (MYP).

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the world. It fosters the development of skills for communication, intercultural understanding and global engagement - essential qualities for young people who are becoming global leaders.

The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning. The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers. The IB MYP builds on the knowledge, skills and attitudes developed by the IB PYP and prepares students for the demanding requirements of the IB DP.

IB DP at Sreenidhi International School

At Sreenidhi International School, the International Baccalaureate (IB) Diploma Programme (DP) for students aged 16 to 19 helps develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. It is a demanding two-year curriculum placing strong emphasis on the ideals of international understanding and responsible citizenship leading to final examinations and a qualification that is welcomed by leading universities around the world.

It offers a comprehensive curriculum that emphasizes rigor and excellence in academic preparation, promotes international understanding, fosters intellectual inquiry and a humanitarian perspective.

At Sreenidhi International School, students learn more than a collection of facts. The Diploma Programme prepares students for university and them to:

- ask challenging questions; learn how to learn
- develop a strong sense of their own identity and culture
- develop the ability to communicate with and understand people from other countries and cultures

The curriculum contains six subject groups together with a core made up of three separate parts: theory of knowledge (TOK); the extended essay (EE); creativity, activity, service (CAS). Students study six subjects concurrently. These include two

languages (groups 1 & 2), one subject from individuals and societies (group 3), one experimental science (group 4), one mathematics subject (group 5), and one subject from the arts (group 6) or another subject from groups 1 to 5.

8. School House and Student council representation

To inculcate a feeling of belonging among different communities within school. All teachers and students are divided into four houses allotted with a specified color: Jupiter (Green); Mars (Red); Neptune (Yellow); Venus (Blue). Each house is led by two teachers (one primary, one secondary) and are referred to as Mentors. There are various House activities throughout the year in both primary and secondary which are awarded House Points. The House with the highest number of points at the end of the year wins the Crystal Cup.

As integral members of the school community, teachers play a pivotal role in fostering a vibrant and supportive environment through their active participation and guidance in School house activities and Student Council initiatives. These efforts are crucial to the success and growth of students and help cultivate a strong community spirit.

School House Representation

To foster a sense of belongingness within the school community, all teachers and students are divided into four houses, each represented by a specific color: Jupiter (Green), Mars (Red), Neptune (Yellow), and Venus (Blue). Each house is led by two teachers, one from the primary and one from the secondary section, who are referred to as Mentors. The House Captains, under the guidance of their mentors, organize various cultural and sporting activities throughout the year to build community spirit. Every activity earns House Points, and the house with the highest number of points at the end of the year is awarded the prestigious Crystal Cup.

Student Council Representation

Student council members are responsible for representing the student body and organizing school-wide events that foster a positive school environment. They gather input from their peers, propose and implement initiatives that contribute to improving the school community. Collaboration with teacher representatives is essential for planning and executing various initiatives. Student leaders work with teachers for various activities; for example, Sports Captains will work with the PE team, the Service Secretary will collaborate with the Service Coordinator, and House Captains will coordinate with the House Masters as highlighted in the Student Council roles and responsibilities section of the document.

9. Substitution and Cover

If a teacher is absent from school and unable to fulfill their duties, they must notify school by 6.30 am on the day in question. Additionally, the teacher is required to apply a leave form through 'My Classboard- HR-Staff Leaves' specifying the reason for absence. The teacher must ensure that materials for learning are available to students and a cover teacher via Managebac. A dual-running period of time will allow for emails to be sent irritating the respective Principal (with cc to Mr Guna) rather than submitting a request via My Classboard.

Cover will be organised in an equitable manner. Teachers chosen to cover lessons

must arrive on time and motivate students to continue with learning. Teachers are expected to take an active role in the lesson and ensure students are engaged and learning.

1. Leaving your Classroom

The school mandates that teachers should not leave students unsupervised. If there is an emergency, call the coordinator/office and we will send someone to your room immediately. **AT NO TIME ARE STUDENTS TO BE LEFT WITHOUT SOME MEMBER OF THE TEACHING FACULTY BEING IN DIRECT SUPERVISION.**

2. Supervision of students

All teachers are assigned duties each week, monitoring students in areas such as the dining hall, Lab Block, Lawns etc. This is essential for student safety, wellbeing and discipline. If teachers miss their duty they can expect follow-ups from Principals and potential disciplinary action.

Student behaviour is much better when teachers have direct supervision. During this time make certain that students visit lockers in a timely manner, that students do not congregate around lockers, doorways, water fountains or restrooms; that students move in an orderly manner, and that the school dress code is not violated. Teachers should challenge poor behaviour and not turn a blind eye and ensure that students move to lessons in good time. Poor behaviour should be addressed, dealt with, and if necessary reported to the respective Principal.

3. Referring a student to the school nurse

Teachers are not to give students medication of any type. Only the nurses that have been specially trained in dispensing medication to students may give this type of aid to students. If the teacher deems it necessary to send a student to the school nurses, the student must have a pass, which states the date, time the student left class and name of the student. Upon return from the nurse, the time the student left the infirmary will be on the pass.

Students are referred to the school nurse with an out pass with an IN and OUT Time on the or an email sometimes. Only the School Nurses are assigned to administer medications. Students are not allowed to self medicate. Teachers are not allowed to give medication to the students as they are not kept in a suitable temperature and the dose of the medication may not be given properly. However with an individual health plan one example is with anaphylactic conditions like severe food Allergies. We train the teacher to give an auto injector like EpiPen or adrenaline to save the life. In this case we train the Teacher on this and students carry this in their bags. For seizures the students carry two sets of Nasal Spray of Midazolam which is used as SOS one in the infirmary and one the school bag all staff staff around this particular student are well briefed about the action to be taken.

10. Addressing student behavior concerns

At Sreenidhi International School, we provide our learners with a safe, secure, calm and pleasant environment which fosters students' overall development in a holistic learning environment. Hence our learning and teaching philosophy go beyond just

teaching academics, and focus towards developing physical, social and emotional skills, strengthening relationships and building self identity which takes care of their overall well being. Our well-ordered learning environment also sets high expectations for positive behavior and work ethics as they are essential components for learning. These strategies help students to engage in learning, sustain good relationships with peers and achieve their full potential, both academically and socially.

At Sreenidhi students are encouraged to

- have a positive attitude and relationships which encourages understanding and tolerance towards others
- take responsibility for their own actions and to develop a pride in themselves and the school
- attain punctuality and good attendance
- develop and role model the IB Learner Profile attributes
- be honest; act in a manner aligned with school policies to make ethical and responsible decisions
- exchange greetings in a courteous manner, using “Please” and “Thank you” as appropriate

We strongly believe that consistency in approach to discipline between teachers and students helps to better serve students and address their learning needs. To address student behavior concerns, please follow the Behavior Policy guidelines and expectations.

11. Teacher Wellbeing

At Sreenidhi International School, we prioritize creating a happy and supportive environment to foster effective collaboration and ensure the overall wellbeing of our teachers. The school is committed to promoting teacher wellbeing and self-care through a range of initiatives, including:

- **Building Relationships:** We organize activities like team-building exercises and social events to help teachers connect and feel part of a community.
- **Support System:** Teachers are encouraged to maintain open communication. The leadership team is always accessible and ready to assist with any challenges they may encounter. Teachers are encouraged to reach out whenever they need support.
- **Check-In Sessions:** The school offers regular check-in sessions to support teachers' emotional wellbeing, providing a space to discuss their feelings and experiences in a supportive environment.
- **Counseling Services:** The school offers confidential counseling services to support teachers with any personal or professional challenges they face.
- **Physical Health:** Teachers have access to healthy nutrition, sports and gym facilities to stay active and healthy.
- **Professional Growth:** The school provides ongoing in-house and external professional development sessions for teachers to improve their teaching skills and stay updated with the latest educational practices.
- **Recognition:** The school celebrates teachers' achievements and efforts to boost their morale and job satisfaction.

- **Work-Life Balance:** The school encourages self-care and supports balanced workloads, promoting a healthy balance between work and personal life.

At Sreenidhi, we strive to create a positive and supportive environment where teachers can thrive both in their careers and personal lives.

12. HR related information

This is intended as a general guide to be followed for the below points:

1. Absence from work

- a) Applications for planned leave shall be submitted to the Head of School and respective Principal for approval at least 1 week prior for the leave.
- b) If a teacher will be absent from school due to an emergency or health issues, the teacher is required to request casual leave by emailing the respective Principal, and notify the respective programme coordinator and HR Office at gunasekhar@sis.edu.in no later than 6:30 am that morning. Teachers will post tasks on ManageBac for each of their classes. Requests for CL that arrive after 6.30 am or that are considered to be spurious or unacceptable by the HoS will be considered as LOP (Loss of Pay). During a dual running phase it will be possible to apply for casual leave via My Classboard (timeline to be confirmed) as described in the previous section.
- c) If a teacher is requesting more than two days of leave, then the request must be sent to the HoS with a cc to the respective Principal and HR Office at gunasekhar@sis.edu.in
- d) School leadership actively monitors teacher absences and lates. The disciplinary consequences of which are described later in this Handbook. The respective Principal will arrange to talk to teachers that show ongoing patterns of absences eg. lots of Mondays absent or late.
- e) Monday and Tuesday staybacks are mandatory. No excuses for absences will be accepted. Absence from stay-back will be considered a half-day leave.
- f) Attendance on all event days is mandatory. If a teacher is absent on the day of the event, the absence will be considered as Loss of Pay (LOP).

2. Leave eligibility and General Conditions

Teachers must register their attendance punch-in and punch-out via the biometric machine during school working days. If the biometric is missing, it will be considered as Loss of Pay (LOP).

- a) **Casual Leave (CL)**, including sick days, examination dates, weddings, death ceremonies, graduations, holidays etc. will comprise 10 days only per annum. Ten (10) days casual leave will accrue on a pro rata basis during the academic year from July to May, and will be credited to the teacher's leave account. The unused Casual Leave will not be encashed. The balance of Casual Leave will be credited towards the teacher's incentive.

Casual Leave may be taken for no more than 2 continuous days (pro-rata) or no more than 3 days in any one month. During the academic year, leave requests will be granted until the 10 annual casual leave days are expended. If a teacher joins the school in the middle of the academic year, casual leaves will accrue and be granted on a pro rata basis. Teachers who arrive at school after 8:30 am but before 11:30 am or who leave school after 12:00 pm but before 2:30 pm with prior permission from the Head of School will be charged a half day's casual leave.

Teachers are entitled to use 10 CLs (Casual Leaves) per year, but must be aware that pressure is put on colleagues with every absence and student learning is impacted. The list below gives a broad outline of acceptable and unacceptable requests for CL. This list is not exhaustive and intended to guide teachers and teaching assistants in appreciating professional expectations at Sreenidhi International School.

Acceptable (evidence required where available)

- Illness
- Emergency doctor visits
- Hospitalization of a household member
- Own wedding
- Wedding in family
- Death of Pet
- Puja (1 day maximum)
- Death of immediate family member
- Academic commitments related to own children (1 day)
- Own exams
- Workshops/PD
- Child Health needs
- Out of teachers control and unplanned delay in train/plane/bus timing
- Passport Appointments/ Govt. meetings/ Visas

Unacceptable

- Friend visiting
- Need to go to the bank
- Tired
- Illness of pet
- Hospitalization of a friend or relative (not household member)
- Traveling (vacation)
- Lots of classes that day
- Want a 'long weekend'
- Preparation for exams
- Setting up appointments (medical or otherwise) during work time when out-of-work timings are available

Teachers may not use the term 'personal leave/reasons' and must specify the nature of the leave request. Teachers are reminded of the impact on student learning that frequent or extended absences can have. If a teacher takes several leaves in the first three months of the school year it has a greater negative impact on students because they are still getting used to new ways of learning and building relationships.

b) **Prefixing or suffixing leave to holiday:** If such holiday falls just before the first day of the leave and a teacher asks for permission to be away from the

workplace to avail of the holiday, it is called "prefix" and if the holiday falls consecutive to the last day of the leave applied for, it is called "suffix".

Prefixing or suffixing leave to a declared holiday will not be Casual Leave:

- If a teacher takes leave prefixing (the day before) a declared holiday, the leave will be considered as LOP.
- If a teacher takes leave suffixing (the day after) a declared holiday, the leave will be considered as LOP.
- If a teacher takes leave prefixing and suffixing a declared holiday, both days as well as the declared holiday will be considered as LOP.
- As an example, if a teacher misses the day before a holiday eg. 10th October - it is LOP (day before a holiday). If a teacher misses 21st October - it is LOP (day after a holiday). This would also be the case on 10th or 15th January, the days before and after holidays.
- Please note that Saturday/Sunday is not a holiday, but absences on Fridays and Mondays are monitored very closely.

c) **Study leave:** The School will sanction study leave for teachers to attend their examination days only on submission of their hall ticket and exam timetable.

- The leave will be deducted from the 10 days of casual leave; however, a teacher can avail more than 3 days of Study leave in the month.
- Leave to prepare for examinations will not be granted as Study leave.

d) **Lateness** - punching in late on three consecutive days leads to LOP. Being late is defined as punching in after 8.05am. However, the school recognises that sometimes a teacher may be late for reasons beyond their control - eg bus arrives late, childcare issues etc - in such cases the school will adopt an understanding position. If a teacher knows that they are going to be late on any particular day, they must first request approval from the respective Principal.

e) **Working with other organisations** - The school supports and recommends teachers gaining the status of site visitor or workshop leader for NEASC, CIS and IB. This is an advantage for individuals and the school. However, taking time out of school for such opportunities puts pressure on the system. Therefore Sreenidhi will support IB, CIS and NEASC work for up to, and no more than six (6) working days per school year. Sreenidhi will support work with Apple, Google or other similar organisations for up to, and no more than three (3) working days per school year.

If a teacher or teaching assistant reaches 10 leaves (CL and LOP combined) they will be obliged to meet with the Head of HR and Principal to discuss the level of leave and to work towards an action plan to support improved attendance and a professional view of the profession. At 15 leaves (CL and LOP combined) a strict action plan will be created after meeting the Head of HR, Principal and HoS. If a teacher or teaching assistant reaches 20 leaves (CL and LOP) the meeting with the Head of HR, Principal and HoS will determine if dismissal is required.

f) **Leaving campus during working hours:** If a teacher needs to leave campus during working hours, they must apply for an online gate pass through 'My Classboard- Visitor Management- Staff Gate Pass', including the reason for their exit.

3. Salary

- a) Sreenidhi International School will open an Axis Bank account for each member of the faculty.
- b) The monthly salary will be deposited into the Axis Bank account in arrears on or before the 12th day of every month.
- c) Salary will be paid based on the biometric attendance of the teacher based on data from the biometric attendance measure.
- d) A salary slip will be issued by the accounts department. In case of queries please contact accounts@sis.edu.in
- e) By mid-February of each year teachers will meet with HR and learn about their increment for the following year, also known as an 'offer'.
- f) By mid-February of each year teachers must sign their 'offer' letter, or resign. See section below.

Incentive

Teachers receive an incentive payment once each year around October. This references the previous academic year and is designed to incentivise desired behaviour ie. completing the appraisal process and having regular attendance at school. The total amount awarded year-on-year changes, and is calculated based on the completion of the appraisal process and reflection, and by the number of leaves not taken.

Increment

Teachers will receive an increment for the following school year based on performance. The level of performance is determined by a review of appraisal data. This percentage increment is communicated to teachers before 15th February and changes year-by-year. Some teachers receive higher percentage increments than others based on performance levels.

4. Notice period

- a) Teachers are expected to fulfill their professional commitments by working until the last scheduled day of the academic year (July to May).
- b) In case a teacher wishes to leave the school at the end of the academic year, the teacher will inform the school in writing at least three (3) months / 90 days before the end of the academic year (mid-February) latest.
- c) In case the school wishes to discontinue the services of a teacher at the end of the academic year, the school will inform the teacher in writing at least three (3) months / 90 days before the end of the academic year (mid-February) latest.
- d) If the teacher fails to inform the school of their intention to resign as per the notice period clause 4 (b), the teacher will be liable to pay the shortfall of notice period.
- e) Teachers' contracts can be terminated by the School for reasons like criminal acts, disciplinary issues, or gross misconduct (examples of which are listed in section 6). In such extreme and unusual cases, the School is not required to give notice or compensation in lieu of notice.
- f) **Resignation will not be accepted mid academic year** and once the teacher has given confirmation to continue their services for the following academic year. 'Mid-year' refers to any month between July and May. Should the teacher not honor the commitment after confirmation, the school will not give an experience certificate, relieving letter, necessary payment recovery details will be shared with the teacher and send a letter to the new employer or legal notice as the case may be. The relieving certificate will not be issued until all professional tasks have been completed and

- signed-off by the respective Principal.
- g) If resignation is sent after school working hours, the date of resignation will be considered from the next day.
 - h) Vacation holidays will not be considered in the notice period.
 - i) The teachers' salary for the months of March, April, and May could be held up during the notice period, depending on the settlement amount, if any.

5. Professional Development

Teachers will have many different opportunities to participate in professional development. Weekly professional development meetings, coaching, online workshops, in-school workshops and face to face workshops are examples of professional development opportunities available. If you wish to participate in anything other than weekly professional development meetings, please contact your coordinator.

Per person expenses for Professional Development (PD) for IB workshops (in-school, online, face-to-face), Harvard Project Zero, ECIS, NEASC, CIS, TAISI courses, or any other workshop or conference, as and when attended by a teacher with prior consent from the School, will be paid by the School upon the teacher signing a two-year bond to reimburse the school for said expenses. In the event the teacher leaves the school's employ within two years after completing the PD, according to the following reimbursement rates apply:

- a) within the first year after attending said PD, the teacher will reimburse the school 100% of the PD expenses;
- b) in the second year after attending said PD, the teacher will reimburse the school 50% of the PD expenses;
- c) Two years after attending said PD, the teacher will not be required to reimburse the PD expenses to the school.

The reimbursement period will be calculated from the date of attending the PD and not from the date of registration.

The process for attending or receiving PD is directed by the Professional Learning Coordinator. Before any action, the teacher must speak to their respective Principal.

Identifying a need

A teacher may self-identify a need for a particular workshop, event, coaching or webinar opportunity. An IB coordinator or other leader may identify a need, or the school may require a particular workshop in order to meet IB requirements.

Applying for PD

The teacher or teaching assistant must speak first to their respective Principal. The Principal may approve further action or reject. In addition they will complete the PD online survey to apply for PD. This is received by the Professional Learning Coordinator who evaluates the application against the criteria. Individual goals must overlap with one of the other criteria.

The criteria:

- 1) Meeting individual goals overlapping with school goals or

2) Individual goals overlapping with IB requirements and school goals

3) or individual goals overlapping with IB requirements.

(Please note that the PDs that are not compatible with school goals or IB requirements may not be approved.)

Approvals

If the application meets the criteria, the Professional Learning Coordinator seeks approval through a two-level process:

Level 1: Approval from the relevant Coordinators/Principals.

Level 2: Approval from the Head of School (HoS).

If approved then the HoS takes the application to the Executive Board for approval.

Registration

First, HR will prepare a two-year bond, stating the repayment obligations of the attending teacher, which must be duly signed by the teacher before attending (registering for) the approved PD.

For IB workshops the relevant IB Coordinator will register the teacher. For all other workshops the relevant leader will register. All invoices must be shared with the Head of HR.

If a teacher is self-financing a workshop, they have to inform the school first and then register. The teacher cannot register through the school, they must register as an individual.

6. Disciplinary Matters

a. General

i. Disciplinary matters are handled within the School's management structure.

b. Gross Misconduct

i. An employee can be dismissed without notice in the following cases of gross misconduct (this list is not exhaustive and may include examples not listed below):

1. He/she has submitted fake documents / certificates
2. Safety instructions are violated
3. Basic duties are not carried out despite warnings
4. Convicted in a court of law of dishonesty or immoral behaviour
5. Drunk or intoxicated on duty
6. Commits physical assault on employer / colleagues
7. Absence for more than 7 continuous days or more than 20 days intermittently in a year without a legitimate reason
8. Found to use corporal punishment on pupils
9. Destruction or theft of school property
10. Violation of child safeguarding policy
11. Talking to parents negatively about the school or colleagues
12. Talking in front of students (eg on the bus) in a negative way about the

- school or colleagues
13. Spreading gossip about school or colleagues in communities - malicious or not
 14. Breaching of confidentiality (eg: discussing specific students related information, discussing salaries etc.)
 15. Repeated late arrivals or early departures
 16. Persistent absence from Monday/Tuesday staybacks
 17. Inciting students/parents to attack the school
 18. Refusal to attend to duties (teaching, coaching, break duty, meetings etc)
 19. Uncooperative with colleagues - shouting, screaming, refusing to meet, throwing objects or leaving meetings
 20. Insubordination - acts of defiance including shouting, screaming or being hostile
 21. Lying to school leadership about a colleague
 22. Any threat, written or spoken, towards any member of the school community.

c. All other disciplinary matters

In the case of any disciplinary matters, a staged approach will be taken with a view to addressing the area of concern with the employee. This will involve counseling and may involve verbal and written warnings. Repeated instances may eventually lead to dismissal.

1. Teachers should not knowingly friend/follow current students on social media.
2. Teachers will adhere to Sreenidhi's Social Media policy. Though the whole policy must be adhered to, pages 7 & 8 of the policy give guidelines specific to Faculty and Staff.
3. Breaking dress code without valid reason - prospective parents equate mode of dress with professionalism
4. Leaving school during the day without following procedures and approvals
5. Not 'punch-in' each morning and 'punch-out' every afternoon otherwise this will be considered as LOP.
6. Not addressing poor student behaviour and turning a blind eye; not reporting concerns regarding student welfare; putting own comfort ahead of students
7. Continuous feedback and updates provided through Managebac

It should be noted that teachers are expected to be role models for students all times and conduct themselves professionally. This includes: addressing behaviour issues immediately in class and not turning a blind-eye; not using mobile phones during class; not talking negatively about colleagues; and always being inclusive in terms of behaviour and language (eg. not using a language in class that is not spoken by all students).

Disciplinary Committee: Depending on the severity of the issue with student code of conduct a committee of Principal, Pastoral and Wellbeing Coordinator, and the Respective coordinator will be formed to look into the matter.

In case of staff breach of code of conduct a committee will be formed with HoS, HR and respective line manager will be formed to look into the matter.

7. Grievance

Refer to the grievance policy

8. Dress Code

Sreenidhi faculty and staff are role models for the school community, it reflects the professionalism of the School to the students and parents.

9. Changing sections

On occasion a teacher may wish to change designation from PYP to MYP or vice versa. In order to successfully make the transition, the teacher must meet the following criteria:

- a) Have a degree or Masters degree in the subject (or be enrolled in one) to be taught
- b) Have demonstrated excellence in current teaching role
- c) Have demonstrated an ability to connect with students of the target age group
- d) Shown an aptitude to take on responsibilities beyond current teaching role
- e) Have demonstrated a knowledge of the target programme (MYP or PYP)

10. Professional Representation

In all official emails and on any work-related platforms (e.g., LinkedIn), teachers must use their correct official designation and clearly represent themselves as part of the school.

11. Retirement

The age of retirement for the faculty of Sreenidhi International School is 60 years.

13. Teacher Evaluation

Appraisal

The continuous process of supporting the learning and development of teachers is our goal. Throughout the process the teacher commits to learning and getting better through continually asking themselves:

- How well am I doing?
- How do I know?
- Where and how can I get better?
- What action will I take to improve?

The process will involve regular classroom observations from line managers and other members of leadership. Each observation will be followed by helpful and actionable feedback. The observations may include performance in collaborative meetings and the provision of feedback to students, communication with parents and the use of school systems such as Managebac. The levels of performance derived via the appraisal process will inform the salary increment communicated to teachers in February of each year.

Performance Improvement Plan (PiP)

The appraisal process is designed to help to develop a culture of good practice and

for us all to develop our skills.

An additional process that sits separately is the 'Performance Improvement Plan'. Members of the leadership team will observe performance to evaluate teachers and leaders. They will assess the extent to which teachers or leaders are meeting the expectations of Sreenidhi and the IB.

If the performance of a teacher or leader is a cause for concern then the concern will be documented and a meeting set up to discuss with the teacher or leader. This will involve putting together a Performance Improvement Plan to support the teacher in improving eg. workshops, mentoring, etc, with target setting. A review meeting will then be held two to three months later to evaluate the progress against targets set. If the targets have been met then the process ends. If the targets have not been met, then the teacher is given further support and targets for two to three more months. After the second period of two to three months, if the teacher has met the targets, the process ends.

If the targets have not been met after this second period, then the teacher will not receive an offer to teach at Sreenidhi in the following year.

14. Code of Conduct for Teachers

The Sreenidhi Code of Conduct serves as a guide to the personal conduct and maintaining a professional standard of behavior for employees, students, parents or legal guardians. It promotes the core values and guiding principles of the Sreenidhi International School and enables the community members to demonstrate their actions.

The Sreenidhi Code of Conduct is based on IB Learner Profile attributes with reasonable expectations of courtesy, self-discipline, and respect for others' differences, opinions, ideas, cultures and property. The intent is to ensure that every member of our school community participates in a safe, supportive, non-threatening and fulfilling learning environment, respectful of differing cultures, values and viewpoints, where no member is allowed to detract from another's right to learn.

Compliance with the Code of conduct ensures successful functioning of the School's educational activities by improving safety, discipline and contributes to the reputation of the School. In case a specific situation is encountered which is specifically not addressed in the SIS code of conduct, the stakeholders are expected to perform actions in accordance with our underlying mission, vision and core values.

General Code of Ethics

All teachers shall:

- Treat students, parents, fellow employees, and community members with dignity and respect, demonstrating fairness and sensitivity for ethnic, religious and cultural heritage
- Promote a safe, nurturing, and positive school and work environment
- Establish and maintain open and positive communication with parents and colleagues

- Maintain confidentiality concerning students, families, employees and avoid spreading rumours
- Address problems and grievances in an appropriate manner, beginning with the person closest to the problem
- Demonstrate knowledge of and act in accordance with the school's policies and procedures as well as with legal and contractual standards, responsibilities, and obligations
- Demonstrate a commitment to learning and professional growth
- Dress professionally
- Model and promote appropriate language
- Use facilities and equipment in a manner that protects the resources and property of the school
- Mobile phones should not be used during instructional time, unless emergency situations arise
- Communication with parents should be done through email, ManageBac and face to face scheduled meetings
- Private paid tuitions with students from Sreenidhi is not allowed under any circumstances.
- Adhere to the Social Media Policy
- Teachers cannot accept gifts of significant value (over INR 2000) from parents. If unsure, please speak to HR.
- Cannot question leadership on any selection process/no entitlement of employees is entertained since we try our best to be a fair school
- All teachers to take a lead on any three school events (so equal load is distributed)
- Any questions about rubrics of appraisal must be clarified before the result of appraisal is generated not after (from only Principal & HoS)

The school commits to do all in its powers to ensure that teachers are safe, supported and able to work to the best of their ability. While expectations of teacher conduct and professionalism are high, the school must provide equally high standards of care for teachers. School leadership must uphold the highest possible standards and work with the community showing empathy, resilience and integrity.

In the event that teachers do not adhere to the code of conduct, a range of consequences will be applied at the discretion of the Head of School:

1. Using language with colleagues and/or students that is racist, bigoted, misogynistic, homophobic or in any way disrespectful to others - misconduct letter on file for first offence; dismissal if repeated. In some cases dismissal may be required without a warning letter.
2. Persistent lateness to class (more than twice in a week) - letter on file for poor performance; continued lateness after a letter - 2nd letter on file; continued lateness - dismissal.
3. Breaching confidentiality of colleagues or students - depending on severity either letter for misconduct on file or immediate dismissal.
4. Gossiping, bullying, spreading rumours and attacking colleagues or students - warning letter on file or dismissal; second offence - immediate dismissal.
5. Using mobile phone during lessons for personal reasons - warning letter placed on file.
6. Not adhering to the dress code - first and second times, letter on file; third time - dismissal.

7. Not responding to student or parent queries - first and second times, letter on file; third time - dismissal.
8. Having students as connections or friends on social media - warning letter on file; second time - further warning letter; third time - dismissal.
9. Making social media comments or posts that bring the schools' name into disrepute - a warning letter on file for the first time; second offence will lead to dismissal.
10. Providing little or no feedback to students - warning letter on file; a further letter for ongoing issue; third time leads to dismissal.
11. Asking colleagues to share their salary figure or sharing their own salary with colleagues, shall result in dismissal.

The aim of this code of conduct and consequences is to guide teachers to be distinguished professionals. To do this we can be inspired by the definition of a distinguished teaching professional from Charlotte Danielson. We must all aspire to meet the standards below:

- *The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.*
- *The teacher is highly proactive in serving students, seeking out resources when needed.*
- *The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.*
- *The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.*
- *The teacher complies fully with school regulations, taking a leadership role with colleagues.*

15. Child Safeguarding

Refer to the Child Protection Policy

16. School Events

All teachers are required to participate in school events and committees. Teachers are to attend all school events.

17. Public appearances

School employees should not be involved in any of the following activities without prior approval of the Head of School:

- Public appearances on television, radio or social media
- Interviews with newspapers, magazines, or social media
- Chaperoning of trips or activities that have not been approved
- Chaperoning or attending private parties involving students

18. Social Media presence

Staff in general must adhere to the social media policy which lists the expectations for the staff. An important aspect of social media presence is to be a role model, the policy restricts teachers from adding students as friends/followers unless they are ex-students and above the age of 18 years, please encourage them to join the Alumni portals. Teachers may tag the school's social media pages to their personal page. This has proven to be very helpful on Instagram, Facebook and LinkedIn in particular, sharing professional expertise with the global community.

If a teacher is active on social media on a platform that shows that they are a Sreenidhi employee, the teacher must be vigilant in being aware that they are representing the school and must not damage schools' reputation. For example, if a teacher makes posts or comments that could be construed as political, defamatory or controversial, then the teacher will meet with disciplinary consequences.

It is important to adhere to the school's photo release policy. Through the Admissions process, all parents have consented to the school using student images in print and digital media. Teachers can tag the school in social media posts so long as it does not bring the school into disrepute, nor shows any images of students where the students can be identified.

Cases of abuse of these regulations by faculty or staff will be investigated following the procedures of the Sreenidhi Code of Conduct. As a course of further action when deemed serious, procedures of the Child Protection Policy will be applied on a case-to-case basis.

Please refer to the Social Media Policy

19. Ticketing System: Requests and Approvals for Operations/Administration needs

Teachers can submit their requests for Operations/Administration needs to Administration department and can raise concerns from 'MyClassboard-Concerns (Ticketing System)'. Approval from the respective head of the department, coordinator or Principal is required to ensure fulfillment of requests, enhancing high quality learning.

20. Systems and Processes relating to Admin and Operations

A number of SOPs (Standard Operating Procedures) are in place to guide teachers for matters such as:

- leaving school, accepting guests, accompanying guests, requesting stationery etc; leading school trips; sending students to nurse; parents arriving at reception with birthday goodies, when to involve Manager Operations, Operations Coordinator, Estate team, hospitality etc

Teachers may refer to the information shared from the Admin and Operations Team that outlines processes. If in doubt, teachers may ask the Manager Operations or the Operations Coordinator.

21. Child Protection Office

What is child protection?

Child protection at SIS is to create a 'child safe' environment, both internally and externally, where children are respected, protected, empowered, and active in their protection, and where staff are skilled, confident, competent, and well supported in meeting their protection responsibilities.

What is the process for reporting cases?

The indicators of abuse and neglect should be used by the staff member/Parent/students as a guideline for reporting. A report must be made when a staff member/parent/student knows and there is reasonable cause to believe that a child has suffered abuse or neglect.

What happens after suspected abuse or neglect is reported?

- Where there is cause to suspect child abuse or neglect, it is the responsibility of the staff member to report his or her suspicions to the Child Protection Committee.
- In case the child is the reportee, he/she can report to a trusted adult like, HRT, Emotional Counsellor, CPO or Head of Boarding.
- In all cases, the Child Protection Committee will be notified as needed. It is the responsibility of the Child Protection Committee to inform the Head of School of the suspected case of child abuse or neglect.
- The CPO committee must initiate the process of investigation within 24 hours or 1 school day.

What cases are in scope or out of scope?

Child protection cases typically encompass situations where a child is at risk of harm such as

- Any signs of physical abuse, such as unexplained bruises, burns, cuts, or other injuries
- Behaviors that harm a child's emotional well-being, such as severe criticism, rejection, isolation, or exposure to domestic violence.
- Any form of sexual abuse or exploitation, including inappropriate touching, exposure to sexual materials, or involvement in sexual activities.
- Situations where a child's basic needs are not being met, such as lack of adequate food, clothing, shelter, medical care, or supervision.
- Failure to provide necessary medical care, resulting in harm or risk to the child's health.
- Failure to ensure a child receives an education, leading to significant harm to their development.
- If a child witnesses or is aware of domestic violence in their home.
- Any form of exploitation, such as forcing a child into labor, trafficking, or using them for illegal activities.

- Situations where a parent's or caregiver's substance abuse affects the child's safety and well-being.

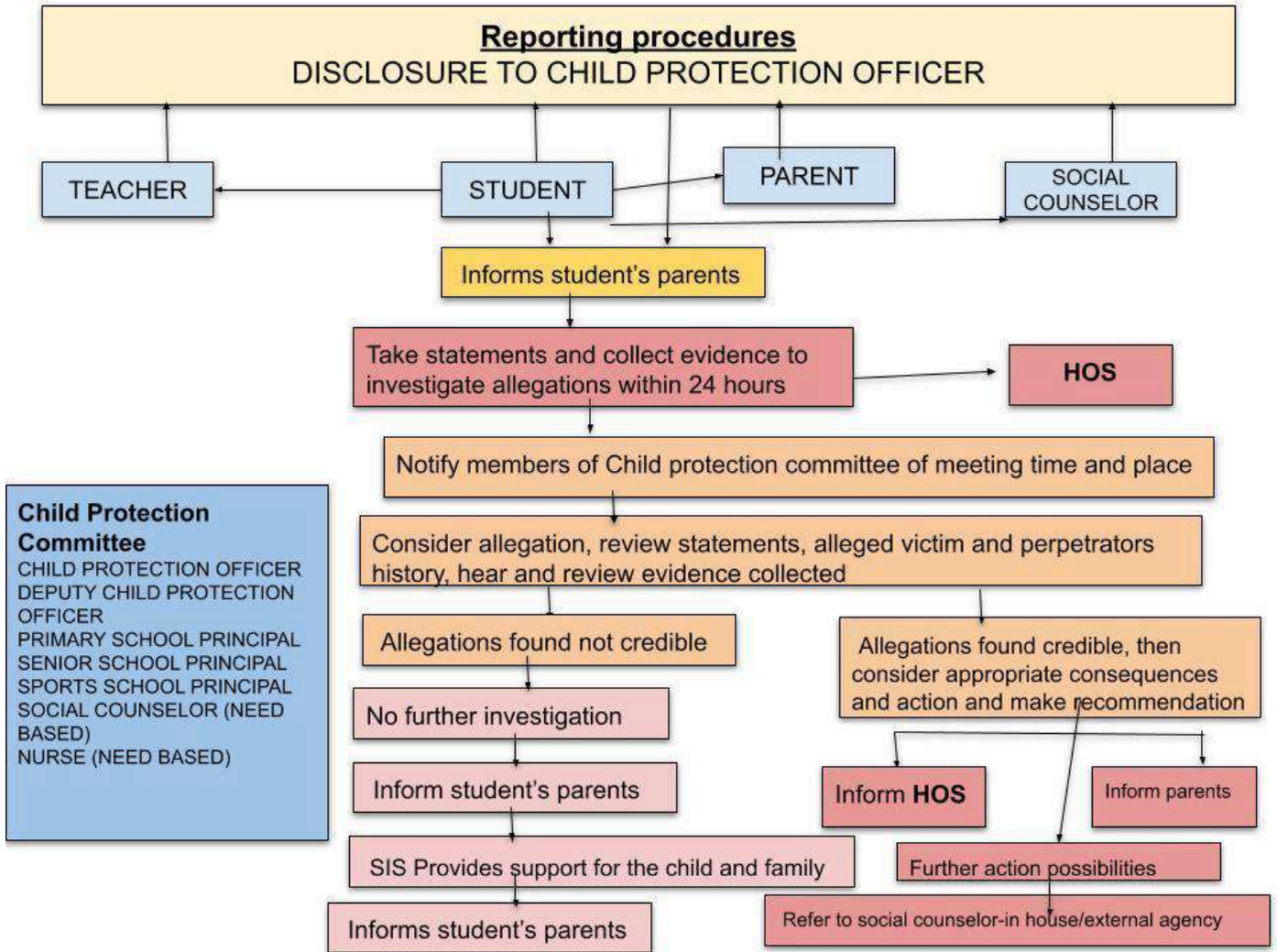
The issues that do not directly involve harm or risk to a child's safety, well-being, or development are not typically in scope for child protection; such as;

- Behavioural issues or misconduct by a child such as talking back, minor classroom disruptions, or non-threatening rule violations
- Cultural or religious practices
- Attendance issue
- Incidents of bullying or conflicts between students
- Parental disagreements with school policies or practices, such as dress codes, homework policies, or classroom assignments
- Minor health issues or dietary preferences, unless they indicate medical neglect or abuse.
- Issues regarding a student's participation in sports or extracurricular activities
- Normal developmental and social issues such as friendship problems, puberty, or dating, unless they involve abuse or significant risk to the student's well-being.
- Typical playground injuries or minor accidents that occur during normal school activities
- Conflicts over medical treatments or health care decisions,
- Variations in parenting styles, provided they do not involve abusive or neglectful behaviors.
- Issues related to a student's grades, academic performance, or failure to meet educational expectations

Who is on the committee?

The child protection committee at SIS consists of both permanent and non permanent members who is as need based. The members who join the committee as needed are Principals, Social counselor and school nurse.

How are investigations carried out?



22. Policies & Protocol

- [School Code of Conduct](#)
- [Student / Parent Handbook](#)
- [Wellness Policy](#)
- [Academic Integrity Policy](#)
- [Assessment Policy](#)
- [Language Policy](#)
- [Child Protection Policy](#)
- [Attendance](#)
- [Student support policy](#)
- [Field trip](#)
- [School Events & Protocol – Policy](#)
- [Social Media policy](#)
- [Dress code](#)
- [Strategic plan](#)

Sreenidhi International School reserves the right to amend this document at any time with any changes made known to teachers.