



# SIS CODE OF CONDUCT

# 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.

## Sreenidhi International School Code of Conduct

The Sreenidhi Code of Conduct is based on IB Learner Profile attributes and attitudes, 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. As a positive learning community, Sreenidhi members are expected to:

- Develop and role model the IB Learner Profile attributes and attitudes
- Set a good example, treating others as you would like to be treated
- Be honest; act in a manner aligned with school policies to make ethical and responsible decisions
- Arrive punctually to class, House and Co-curricular Activities, ETZ Sports, Study Hall and busses
- Respect others' property; share resources, class time and contributions fairly
- Listen to and acknowledge others' viewpoints, respectfully communicating alternate ideas or views
- Celebrate and respect individual differences, valuing the school community's diversity
- Take ownership of one's own learning journey, personal development and balanced lifestyle
- Exchange greetings in a courteous manner, using "Please" and "Thank you" as appropriate
- Take an active role in the school community; be a positive participating team and HOUSE member
- Take pride in one's appearance and deportment; maintain a clean and tidy school environment
- Always strive to achieve your personal best results through persistence in all initiatives that you undertake, understanding that practice leads to mastery

**Inappropriate behaviour that is non-compliant with the Code of Conduct may be defined as:**

- **Unethical Behaviour:** The school reserves the right to take steps to challenge and discipline members for unethical behaviour if it contradicts the values and standards expressed by the school.
- **Substance abuse:** Behaviour that involves use, storage, supply or abuse of alcohol, drugs, vaping, smoking, ingestion or inhalation of illegal substances is not allowed at school or school-sponsored field trips, events or athletics meets.
- **Use of Mobile phones:** Use of mobile phones on campus is not allowed by students, except with permission of a class teacher for educational purposes or by DP/CP students, and then only on the first floor of the IB Block while not in class. Faculty may not use their mobile phone while in classes.
- **Disruption:** Deliberate disruption of lessons, refusal to participate in group learning tasks, or rowdy behaviour at inappropriate times or places is not permitted, as it disrupts the learning of others.

- **Blatant Disrespect:** Refusal to co-operate, follow directions, hailing to comply with emergency or health regulations, use of abusive language and talking back are not acceptable anytime at school.
- **Deliberate Injury:** Hurting or bullying someone i.e. fighting, punching, throwing objects, etc. is considered a serious offence that may result in immediate suspension.
- **Vandalism:** Interfering with property i.e. intentional breakage, destruction of materials, or removal of another student's Chromebook without consent, are considered serious and intentional acts that require the offending student to be liable for all replacement costs, arising from said damage to another students', teachers' and/or school property, and may result in immediate suspension.
- **Language:** Inappropriate or demeaning language, conveyed verbally, digitally or by body language, as through word, gesture, text or sign, is unacceptable and does not meet decorum requirements:
- **Digital:** inappropriate use of information and communication technology, via laptop, mobile or other devices
- **Harassment:** Harassment or bullying (i.e. verbal or physical abuse) or any inference to physical or sexual interference, between students or members of faculty and/or staff, is not tolerated.
- **Fraud:** Cheating and plagiarism (i.e. copying another member's work, presentation of work authored by another as one's own. (This will result in course or examination failure.)
- **Theft:** Taking without permission either personal property or school property with the intention of keeping for one's own use is tantamount to stealing and will result in immediate suspension.
- **Equipment Abuse:** Interference in any manner with the school's computers, CCTV cameras, technology equipment, network, cameras, speakers, lights or other equipment is considered as equivalent to vandalism and/or theft and will result in similar consequences.

**Disciplinary consequences for inappropriate behaviour that is non-compliant with the Code of Conduct:**

- non-compliant member must be given the opportunity to explain mitigating circumstances for the infraction to the grade tutor/ teacher, Pastoral care and wellbeing coordinator, relevant Principals or Head of School, prior to disciplinary consequences being assigned
- disciplinary consequences imposed are intended to inform members' understanding of the purpose for the Code of Conduct and why non-compliance is unacceptable, while allowing members to make amends or apologize to those inconvenienced or harmed (i.e. reflective restorative justice).

## **Disciplinary consequences resulting from inappropriate behaviour (for students only):**

1. For the first occurrence of inappropriate behavior, appropriate measures will be taken initially by the teacher concerned to address an infraction of the school rules and non-respectful behavior inside or outside class using a range of strategies such as stern look, quiet word, moving to another seat or keeping after lesson for a talk to name a few. Discussion with the student by the teacher addressing an infraction should emphasize on how this affects other students, the class and school.
2. In case of second repeated infraction of school rules or non-respectful behavior, the concerned teacher will enable the student to write a behavior reflection form and reflect on how the behavior affects others and what the student has learned through the reflection process. This behavior reflection form will be handed over to the respective grade tutor for it to be added to the student's records/portfolio.
3. Continued repeated infraction of school rules or non-respectful behavior shall result in the teacher concerned recording an incident note on the Managebac with a notification sent to parents and refer the student to the Pastoral care Coordinator for follow-up. The Pastoral and wellbeing coordinator may pull the students out of the class to address the issue and may call the parent to discuss the issue if required.

### **4. Green Behavior Report**

Repeating inappropriate behavior for more than three times or after filling two behavior reflection forms will result in the student being placed on the **Green Behavior Report** for 7 days. The teacher concerned will record an incident note on the Managebac with notification sent to parents and refer the student to the Grade tutor for follow-up. The grade tutor will notify the parents and the subject teachers in an email about the student's placement in the Green Behavior report and the student will be under observation by every teacher. The student needs to take remarks and signatures of every subject teacher at the end of the lesson for 7 days where the teachers will comment on the student's positive or negative behavior during the lesson. The student in the **Green Behavior report** needs to report to his/her homeroom teacher everyday during the registration period and handover the previous day's signed Green behavior report. These reports will be added to the student's record/portfolio by the grade tutor.

The **Green Behavior report** will extend for 3 more days in case a student engages in inappropriate behavior while being in the green behavior report. In case the student's behavior was up to mark and there is no negative remark from any teacher during this period, the student may be out of the green behavior report after 7 days and the parents will be notified about it by the grade tutor. The **Green Behavior report** is given to students in

conjunction with a reflective essay/ behavior reflection form.

## 5. **Yellow Behavior Report**

In case infraction of school rules or non-respectable behavior continues or the student is engaged in such activities after having two cycles of Green Behavior report, then the student will be placed on a Yellow behavior report for 7 days. The teacher concerned will record an incident note on the Managebac with notification sent to parents and refer the student to the Pastoral care Coordinator for follow-up.

The parents, grade tutors and the subject teachers will be notified about the students placement in the Yellow Behavior report by the Assistant coordinator (PYP/MYP/DP) and the student will be under observation by every teacher. The student needs to take remarks and signatures from every subject teacher(MYP/DP/CP) and Grade tutor(PYP) at the end of the lesson for 7 days where the teachers will comment on the students positive or negative behavior during the lesson. The student in **Yellow Behavior report** needs to report to the Program Leadership (PYP/MYP/DP/CP) everyday during the registration time and handover the previous day's signed Yellow behavior report. These reports will be added to the students record/portfolio by the grade tutor.

If the student's behavior does not improve whilst being on a 'yellow' report then a conference will be organized by the Programme leadership team(PYP/MYP/DP/CP) involving parents, counselor, and pastoral and wellbeing coordinator to devise strategies for helping the student to improve on his/her behavior.

The **Yellow Behavior report** will extend for 3 more days in case a student engages in inappropriate behavior while being in the Yellow behavior report. In case the students behavior was up to mark and there is no negative remark from any teacher during this period, the student may be out of the Yellow Behavior report after 7 days and the parents will be notified about it by the Assistant coordinator. The **Yellow Behavior report** is given to students in conjunction with a reflective essay/ behavior reflection form.

## 6. **Orange Behavior Report**

In case infraction of school rules or non-respectable behavior continues or the student is engaged in such activities after having two cycles of Yellow Behavior report, then the student will be placed on an Orange Behavior report for 10 days. The teacher concerned will record an incident note on the Managebac with notification sent to parents and refer the student to the Pastoral care Coordinator for follow-up.

The parents, grade tutors and the subject teachers will be notified about the students placement in the Orange Behavior report by the Pastoral care and

well-being coordinator and the student will be under observation by every teacher. The student needs to take remarks and signatures from every subject teacher at the end of the lesson for 10 days where the teachers will comment on the students positive or negative behavior during the lesson. The student in the orange **Behavior report** needs to report to the Pastoral care and well-being coordinator everyday during the registration time and handover the previous day's signed Orange behavior report.

A conference will be held with the parents, counselor, assistant coordinator (PYP/MYP/DP) and pastoral and wellbeing coordinator to devise strategies for helping the student to improve on his/her behavior. The student will have a conference with the social and emotional counselor and will engage in preparing a behavior improvement plan with the counselor's support.

Students and parents both will sign the behavior improvement plan and show a commitment towards the devised plan.

If a student does not improve in behavior and gets involved in any serious issue whilst being on an Orange Behavior report, the student will be immediately withdrawn from classes/school for the remainder of the school day. Depending on the age of the student and the nature of the incident further action may be taken. (i.e. external suspension depending on the intensity of violation or infringement). Parents will be informed of the incident via email or phone and may be asked to pick the child from the school.

The Head of School will be involved in a conference as appropriate to address the matter further resulting in immediate suspension from school for a period of 2 - 7 days depending on the repetitiveness or seriousness of the incident.

In case the students behavior was up to mark and there is no negative remark from any teacher during this period, the student may be released from the Orange Behavior report after 10 days and the parents will be notified about it by the Pastoral and wellbeing coordinator. The **Orange Behavior report** is given to students in conjunction with a reflective essay/ behavior reflection form.

Note\*

- a. A student in Orange report will be withdrawn from all School Sports Teams/Activities/Field Trips, etc.
- b. If a student who is a member of the student council gets into a Orange report, then they will lose their privilege of being a member of the student council and may have to resign from the post based on the intensity of infringement. They may also get sanctions by the disciplinary committee in consultation with student council advisory.

Before the student can return to classes after an out-of-school suspension, parents/guardians must accompany the student to school to meet with the



Head of School to discuss the terms under which the student will be accepted back into classes on a probationary basis. Students and parents/guardians must sign a 1.5 month Behavioral Contract, which sets out clear behavioral expectations and outlines conditions that will lead to a further lengthy suspension from school. Probationary period can be lifted when the student demonstrates 1 month of positive respectful behavior and compliance with the Code of Conduct.

Should the student continue to demonstrate non-respectful behavior and breaking of school rules, the Disciplinary Committee shall again meet to determine the length of suspension and recommend to the Board for the expulsion of the student. The parents will be suggested to find another school for the student, rather than have the student return to face possible expulsion.

