



## **Student's Behavior Policy / Code of Conduct**

Elite International School is committed to providing a safe, engaging and supportive learning environment where all policies are enforced fairly and consistently. Student disciplinary regulations emphasize instruction and rehabilitation rather than punishment; they are designed to foster and reward appropriate behavior and keep students connected to school so they can graduate college and career ready.

EIS Student Code of Conduct provides a framework to support behavioral goals and disciplinary policies. All students are expected to be aware of and abide by this Student Code of Conduct. Parents/guardians are encouraged to read the Student Code of Conduct carefully and to discuss the information with their children.

### **Philosophical Statement**

EIS will provide the instruction and support necessary to meet students' academic and behavioral needs and identify fair and developmentally appropriate behavioral expectations for all members of the school community. Educators and other adults in the school will teach students to behave in ways that conform to these policies and contribute to academic success. This is achieved by reinforcing positive behavior, preventing misbehavior before it occurs, supporting students in overcoming challenges, and fostering positive relationships among all members of the school community.

Research shows that students are more likely to accept responsibility for their actions and the consequences of their behavior when school discipline is administered fairly, equitably and consistently. EIS will also employ due process protections when enforcing discipline and must not allow harsh or exclusionary discipline to disproportionately impact specific groups of students, including but not limited to students with disabilities.

### **Student Responsibilities**

Students share responsibility with school staff for maintaining an environment of mutual respect and dignity in the school. They take an active role in making the school a supportive, safe and welcoming place in these ways:

- Demonstrate pride in self, in the future, and in school by arriving on time, dressing appropriately and being prepared on focus on academics.
- Be respectful and courteous to fellow students, parents/guardians and school staff.
- Seek the most peaceful means of resolving conflict, and obtain the assistance of teachers, administrators, parent/ guardian or school staff when unable to resolve conflicts.
- Follow school rules and policies, and contribute to a positive school climate by behaving appropriately, even when not specifically asked to do so.



- Recognize how self-conduct affects other students and school staff, and make every reasonable effort to restore relationships and correct any harm caused to others in the school community.
- Seek access to and complete make-up work while out of school for disciplinary reasons.

### **Staff Responsibilities**

Students who have meaningful relationships with caring adults in the school are less likely to engage in disruptive behavior, be absent, or drop out of school. School staff members should take the initiative in developing positive, meaningful relationships with students. When disruptive behavior does occur, school staff will use professional discretion when applying these consequences/responses and interventions in a progressive manner, to teach students appropriate behavior and correct any harm that results from their behavior.

Staff members take an active role in making school a supportive, safe and welcoming place in these ways:

- Create and promote a positive, supportive, safe and welcoming school environment that is conducive to teaching and learning.
- Be respectful and courteous to students, parents/guardians and other school staff.
- Establish clear expectations for behavior, take an instructional approach to discipline, and acknowledge positive and appropriate conduct by students.
- Involve families, students and the community in fostering positive behavior and student engagement.
- Ensure that clear, developmentally appropriate and proportional consequences are applied for misbehavior as outlined in applicable discipline policies.
- Implement graduated progressive consequences for recurring inappropriate behavior.
- Administer discipline rules fairly, consistently and equitably, regardless of race, ethnicity, culture, gender, color, national origin, ancestry, religion, age, disability, sexual orientation and/or gender identity.
- Remove students from the classroom only as a last resort and return students to class as soon as possible.
- Notify the social worker and seek her assistance.
- Promptly notify parents/guardians if their child is involved in any disciplinary matter.
- Make every reasonable effort to communicate with and respond to parents/guardians in a timely manner and in a way that is accessible and easily understood.

### **Parents and Community Responsibilities**

Parents/guardians and community members play an important role in establishing a positive school climate where students will thrive. Parents can help students and staff members promote a supportive, safe and welcoming school environment in these ways:

- Talk with their child about appropriate conduct at school.
- Be respectful and courteous to other students, fellow parents/ guardians and school staff.
- Read and be familiar with school policies, regulations and rules.



- Have regular contact with school staff and make every effort to ensure that their child maintains regular school attendance.
- Be involved in conferences, hearings and other disciplinary matters concerning their child.
- Help their child access supportive groups or programs designed to improve his/her conduct, such as counselling, after-school programs, and mental health services available in the school and community.
- Promptly share any concerns or complaints with school officials and work with school staff and administrators to address any behavioral problems their child may experience.

### **Behavior-Related Offenses and Responses**

The school believes that disciplinary responses should encourage responsible actions, promote the development of self-discipline and change inappropriate behavior.

Discipline will be administered using a continuum model. Factors to consider when determining the appropriate response may include patterns of behavior, impact on the school community and the overall severity of the infraction.

Offenses included in the Student Code of Conduct apply to behaviors that occur on school property, at school-related activities, or when students are otherwise subject to the authority of Elite International School.

Disciplinary action may be taken for off-campus incidents if the action could have an adverse effect on the order and general welfare of the school. Restitution for loss or damage may be requested and law enforcement will be involved when appropriate.

### **Responses for Violations of Behavior and Discipline Policies**

The professional staff members have the responsibility for taking appropriate actions when a student is involved in a situation that disrupts the learning environment of the school. When determining the consequences, they take the following into consideration:

- The age-appropriateness of the response.
- The severity of the incident.
- A student's previous violations and/or responses for the same or a related offense.
- If the offense interfered with the responsibility/rights/privileges/property of others.
- If the offense posed a threat to the health or safety of others.
- If the student has an Individualized Education Plan.
- The logical relationship between the offense and the response.
- Any specific responses articulated in the school policy.

**Corporal Punishment** – The School Board prohibits the use of corporal punishment, which is defined as physical punishment or undue physical discomfort inflicted on the body of a student for the purpose of maintaining discipline or to enforce school rules.

**Restricted Access** – Limitation of a student's presence on school property.

**In-school Intervention** – The opportunity afforded a student, after the student is removed to an alternate location within the school, to continue to:

- Appropriately progress in the general curriculum.
- Receive instruction commensurate with the program afforded to the student in the regular classroom.
- Participate with peers as they would in their current education program to the extent appropriate.

**Suspension** – the denial of a student’s right to attend regular classes or school for a specified period of time for cause. Suspension includes extended suspension, in school suspension, short-term suspension or long-term suspension.

• **In-School Suspension** – The removal of a student within the school building from the student’s current education program to another location within the school building for up to but not more than 3 school days in a school year for disciplinary reasons as determined by the Senior Management team and approved by the Managing Director and the Ministry of Education and Higher Education.

• **Extended-Suspension** – The exclusion of a student from school for 3 school days for disciplinary reasons as determined by the Senior Management team and approved by the Managing Director and Ministry of Education and Higher Education.

**Expulsion** – The exclusion of a student from the student’s regular school program for 3 school days as determined by the Managing Director and Ministry of Education and Higher Education.

The suspension/expulsion policy is applied after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department).

### **Failure to meet required school expectations and the consequences of such failure**

Should a student fail to meet the school expectations, inevitably there must be a consequence (or sanction) that is in proportion to the failure. Different levels (or intensities) of failure have been categorized and defined. To ensure that consequences are issued fairly, students and parents will be made aware of the levels, categories and consequences so that they are well aware of what actions will be taken when school expectations are not met.

### **Important guidelines for dealing with students failing to meet expectations**

A student may decide to behave in an unacceptable manner and, as such, teachers should be prepared to have patience stretched to the limit. It is of the utmost importance that teachers do not lose their temper and do or say something that may make the situation worse or volatile. Teachers are requested to avoid arguing, insulting the student, physical contact and confrontation at all costs. Teachers are expected to conduct themselves in a professional manner at all times without exception.

Students should not be sent to the administration office directly for any behavioral issues before seeking help from the social worker (both teacher and student).

## Taking action

There are various options available for a teacher to use when taking action. Teachers do not immediately opt for the most severe option. A gradual and progressive approach is required as students have more respect for firm but fair teachers, who deal with most problems themselves, rather than immediately referring the student to the administration in each and every case.

The following examples constitute a listing of possible responses and interventions that may be used by a staff member in responding to a student's inappropriate behavior. The responses within each level are examples and are not listed in a particular order of use.

### Level 1 Failure to Meet Required School Expectations

Level 1 incident should in the first case be dealt with by the teacher. In exceptional circumstances where the teacher believes immediate outside assistance is necessary, the coordinator then the social worker will assist. The SMT and Managing Director will become involved when a student persistently fails to meet various level one expectations, be it with one teacher or more. A progressive approach is required when dealing with unwanted student behavior.

| Failure  | Definition  | Consequence   |
|--|---|---|
| 1. Disruptive behavior<br>(refer to Excessive disruptive classroom behavior procedure below) | Causing the breakdown of the orderly process of teaching and learning, and / or other school activity.  | Classroom teachers can use: warnings, verbal reprimands, written note in student's planners, send a report to the social worker seeking assistance, phone call to parents, separation from peers or denial of class privileges.   |
| 2. Littering   | Throwing, dropping or leaving rubbish or unwanted material anywhere.  | As stated above.  |
| 3. Refusal to do work  | Refusing to complete class or homework, lab work, projects, or any assignment given by a teacher.   | As stated above. For homework, follow homework policy.  |
| 4. Failing to follow classroom rules.  | Failing to classroom rules, written rules or otherwise (i. e. shouting out, getting out of seat without permission, not following teachers' instructions) | As stated above.  |
| 5. Electronic devices  | Using any electronic device without permission on school property.  | The item must be confiscated by the administration during the school time and returned upon departure of the student from school with a verbal warning and notifying the parents. If student brings the item again, it will be confiscated and given back only to a parent. |
| 6. Lateness (Tardiness)  | Not being in their seat and classroom when the lesson has   | Lateness is to be recorded in the first time and verbal reprimand given in the second   |

|                             |   |  |
|-----------------------------|---|--|
|                             | <p>begun.<br/>Arriving late to school in the morning.</p>             | <p>time.<br/>Late arriving to school should be dealt with by the Students Affairs office, according to school policy.<br/>No students without prior approval will be allowed to enter the classroom after 7:30 am.</p>                 |
| 7. Arguing (with a student) | <p>Verbally arguing in an aggressive manner with another student.</p> | <p>Classroom teachers can use: warnings, verbal reprimands, written note in student's planners, send a report to the social worker seeking assistance, phone call to parents, separation from peers or denial of class privileges.</p> |

## Level 2 Failure to Meet Required School Expectations

Level 2 requires immediate contact with the parents. No warnings will be given, and the Senior Management team and Managing Director are to intervene at this level. Students may be suspended further and/or recommended for expulsion after notifying the Ministry of Education and Higher Education (Private Schools Licensing Department) and getting its approval.

| Failure   | Definition  | 1 <sup>st</sup> failure and consequence  | 2 <sup>nd</sup> failure and consequence   | 3 <sup>rd</sup> failure and consequence   |
|---|---|--|---|---|
| 8. Academic misconduct  | <p>Plagiarizing, cheating, copying another's work, attempting to gain or gaining unauthorized access to material, using / submitting / providing data or answers dishonestly by deceit, or by means other than those authorized by the teacher.</p> | <p>Referring the child to the social worker and conferring with parents.</p>   | <p>Conferring with parents who need to sign an undertaking that the student will not indulge in such behavior or act.</p>                                   | <p>1-2 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)</p> |
| 9. Use of inappropriate language (either passively or aggressively) | <p>Using any form of foul language in any language, including the use of hand and body gestures.</p>  | <p>Referring the child to the social worker and conferring with parents who need to sign an undertaking that the student will not indulge in such behavior or act.</p> | <p>1-2 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)</p> | <p>2-3 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)</p> |

|                                       |  |  |   |   |
|---------------------------------------|--|--|---|---|
| 10. Lying                             | Intentionally giving or providing untrue or misleading information of communication  | Referring the child to the social worker and conferring with parents who need to sign an undertaking that the student will not indulge in such behavior or act.  | 1-2 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)  | 1-3 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)  |
| 11. Altering documents                | Forging, falsifying, or unauthorized alteration of a document (official or otherwise)  | Referring the child to the social worker and conferring with parents who need to sign an undertaking that the student will not indulge in such behavior or act.  | 1-2 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)  | 2-3 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)  |
| 12. Damage or destruction of property | Causing, attempting to cause, or threatening to cause, damage to school or others private property. Minor damage or defacing school or private property. | Repairing or replacement of damage caused. Referring the child to the social worker and conferring with parents who need to sign an undertaking that the student will not indulge in such behavior or act, and / or 1 day suspension after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department) | Repairing or replacement of damage caused<br><br>1-2 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department) | Repairing or replacement of damage caused.<br><br>2-3 days suspension, after discussion with, and approval from the Ministry of Education and Higher Education (Private Schools Licensing Department) |
| 13. Misuse of equipment               | Use of school online services for illegal, inappropriate, or obscene purposes  | Referring the child to the social worker and conferring with   | 1-2 days suspension, after discussion with, and approval from, the  | 2-3 days suspension, after discussion with and  |

|                     |   |   |   |  |
|---------------------|---|---|---|--|
|                     |   | parents who need to sign an undertaking that the student will not indulge in such behavior or act, and / or 1 day suspension after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)  | Ministry of Education and Higher Education (Private Schools Licensing Department)   | approval from the Ministry of Education and Higher Education (Private Schools Licensing Department)  |
| 14. Insubordination | Refusing to comply, either verbally or non-verbally, with a reasonable request by school personnel  | Referring the child to the social worker and conferring with parents who need to sign an undertaking that the student will not indulge in such behavior or act, and / or 1 day suspension after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department) | 1-2 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)                  | 2-3 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department) |
| 15. Truancy         | Being absent from school without authorization or without parents being aware. Failure to follow signing in / out procedures, skipping classes or school. | Referring the child to the social worker and conferring with parents who need to sign an undertaking that the student will not indulge in such behavior or act, and / or 1 day suspension after discussion with, and approval from, the Ministry  | Parents meeting, 1-2 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department) | 2-3 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department) |



|                                 |   |   |   |  |
|---------------------------------|---|---|---|--|
|                                 |   | of Education and Higher Education (Private Schools Licensing Department)  |   |  |
| 16. Physical fighting           | Engaging in hitting, punching, slapping, kicking or any form of physical attack whether initiating or retaliating | Referring the child to the social worker and conferring with parents who need to sign an undertaking that the student will not indulge in such behavior or act. | Parents meeting 1-2 days suspension, after discussion with and approval from the Ministry of Education and Higher Education (Private Schools Licensing Department)    | 2-3 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department) |
| 17. Arguing (with school staff) | Verbally arguing in an aggressive manner with any school personnel.   | Referring the child to the social worker and conferring with parents who need to sign an undertaking that the student will not indulge in such behavior or act  | Parents meeting, 1-2 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department) | 2-3 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department) |

**\* The suspension/expulsion policy is applied after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department).**

### **Level 3 Failure to Meet Required School Expectations**

At this level, a student may face immediate suspension of up to 3 days and a recommendation for expulsion after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department). Students expelled from EIS will not ordinarily be readmitted at a later date. The appropriate authorities will be notified in the event that a student commits an illegal act. Parents will be required to meet with school personnel and / or authorities involved.

| Failure   | Definition  | 1 <sup>st</sup> failure and consequence  | 2 <sup>nd</sup> failure and consequence  | 3 <sup>rd</sup> failure and consequence   |
|---|---|--|--|---|
| 18. Intimidation or menacing or menacing incitement | Threatening another, either verbally, or non-verbally, by inflicting fear or damage to property, instigating, or encouraging acts of misconduct             | 2-3 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)   | 3-5 days suspension and / or recommendation for expulsion, meeting with parents, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department) | Open suspension, expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department) |
| 19. Arson   | Utilizing unauthorized fire, smoke, or explosives whether used in a safe manner or not. Causing or potentially causing harm to people or damage to property | Meeting with parents, 2-3 days suspension and / or recommendation for expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department) | Expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)   | N/A   |
| 20. Assault   | Striking with a weapon (any object) with the intent to inflict or inflicting bodily harm  | Meeting with parents, 2-3 days suspension and / or recommendation for expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department) | Expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)   | N/A   |
| 21. Breaking and entering                           | Breaking into and / or entering any school building, facility, offices, storage space, or other locked space without authorization.                         | Meeting with parents, 2-3 days suspension and / or recommendation for expulsion, after discussion with, and  | Expulsion, after discussion with, and approval from, the Ministry of   | N/A   |

|   |  |   |  |     |
|---|--|---|--|-----|
|   |  | approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)  | Education and Higher Education (Private Schools Licensing Department)  |     |
| 22. Vandalism   | Destroying or causing significant damage, or defacing school or private property in a willful or malicious manner  | Meeting with parents, 2-3 days suspension and / or recommendation for expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)  | Expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department) | N/A |
| 23. Offensive material  | Producing, possessing, or distributing materials / information (in any form) that offend common decency or morals of anyone in the school community  | Meeting with parents, 2-3 days suspension and / or recommendation for expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)  | Expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department) | N/A |
| 24. Possession of or concealment of a weapon or otherwise dangerous instrument or substance | Using, possessing, attempting to possess, brandishing or concealing and weapon / dangerous instrument / substance / device, including replicas and anything deemed to be dangerous. Definition of a knife is not limited to a cutting instrument consisting of a handle attached to a sharp blade. | One day suspension for possession, meeting with parents, 2-3 days suspension and recommendation for expulsion for use of weapons/dangerous instruments/substance, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department) | Expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department) | N/A |
| 25. Obscenities, verbal abuse, vulgarity towards the school and /or                         | Directing obscene, abusive, vulgar, profane, harassing, insulting, racial, sexual, anti-religious or ethnic slurs (written or verbal) toward school personnel or any adult member of the school community. It shall include use of obscene gestures that   | 2-3 days suspension and recommendation for expulsion, after discussion with, and approval from, the Ministry of Education   | Expulsion, after discussion with, and approval from, the Ministry of Education and   | N/A |

|  |   |  |  |     |
|--|---|--|--|-----|
| school personnel                                   | willfully intimidate, insult or in any manner abuse others.   | and Higher Education (Private Schools Licensing Department)  | Higher Education (Private Schools Licensing Department)  |     |
| 26. Gender fraternization and promiscuous behavior | Committing acts that are sexual in nature and fall outside of Islamic teachings. Relations inside and outside the school between the sexes, dating. Evidence of immoral behavior or communications, written or otherwise. | 2-3 days suspension and recommendations for expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department) | Expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department) | N/A |

**\*The suspension/expulsion policy is applied after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)**

### **Excessive Disruptive Classroom Behavior Procedures**

In order to implement a consistent approach between teachers and to take effective action against students who are intent on causing excessive disruption, the following procedure should be adopted by all teachers.

1. If students become disruptive / talkative (i. e. is not allowing effective teaching to take place), the teacher asks them politely to be quiet or to stop what they are doing once. If they ignore the teacher or begin again soon after this instruction, the teacher immediately write their name on the board without hesitation and / or discussion and place a tick next to their name. Should they continue, the teacher adds another tick and a third tick if they still persist. At this point, the student will be referred to the social worker for disrupting the lesson and the learning of other students. The social worker takes appropriate measures towards misbehaving students helping them to find the reasons for misbehavior and works towards eliminating the chances of repeated misbehavior. She/he observes the student in the classroom for the rest of the day, sends her/his report to the administration and devise an intervention plan that she/he shares with the administration and all concerned teachers. Depending on the student's case, she/he then meet with teachers to help them better understand and work with particular students.
2. If the same student persists to be disruptive, a meeting with parents will occur and the student will be placed on school academic/behavior report.

## **School Academic/Behavior Report**

The administration office team may decide to place the student, whose behavior is causing concern in a number of subjects or areas of the school, on school academic/behavior report. The report will have to be completed and signed by the teacher after every lesson in order to monitor the student. If the behavior of the student fails to improve after one week, his/her parents will be contacted and asked to attend a meeting to discuss the issue and consider the options of suspension and/or disciplinary probation.

## **Suspension**

A student may receive an out-of-school suspension for committing an offence or other severe disruption of the education process. For the duration of the out-of-school suspension, a student is excluded with parent knowledge and is not allowed to attend classes, extracurricular activities, school functions, or be on the school premises. They are not permitted to return to school, or attend any school function, for any reason until their suspension has been served or permission has been given by the administration office team.

## **Disciplinary Probation**

If a student has been suspended three times, has committed a level three failure to meet school expectations, or has consistently committed various level-two failure to meet school expectations within a short period of time, that student will be placed on disciplinary probation.

Whilst on probation, the student shall be monitored closely, and should he/she continue not to meet the school expectations or commit another level two or three failure (offence resulting in suspension), he/she will be placed on open suspension with a view to be permanently excluded. At the end of the year, all students on disciplinary probation will be considered for the possibility of not being readmitted into the school the next school year.

## **Readmission Next Academic Year**

Elite International School reserves the right to not readmit any student whose disciplinary record is poor, whether on disciplinary probation or not.

## **Expulsion Procedures**

A student may be referred to the Senior Management team and the Managing Director for expulsion as a result of receiving a suspension while they are on disciplinary probation, subsequent commission of level two infractions, or as a result of committing a level three infraction.

1. When a student is referred to the Senior Management team and the Managing Director for expulsion, they will hold a meeting to review the suspension case.

2. If they decide to put the child on open suspension, the Private Schools Licensing Department of the Ministry of Education and Higher Education will be contacted to discuss the student's situation.
3. Upon receiving approval from the ministry, parents will be informed in writing that the student is placed on open suspension and will describe the reason for the school's action.
4. The student and his/her guardian may appeal in writing to present their case to the Senior Management team and the Managing Director.
5. The Senior Management team and the Managing Director will make a decision that will be conveyed to the parents in writing as soon as possible.
6. The decision of the concerned Senior Management team and the Managing Director is final.

Students on open suspensions may not return to school without a decision from the School Management team and the Managing Director. They may not be on school premises or participate in any school activity or function including field trips or after school events.

### **Rights of Students and Parents when Suspension or Expulsion Is Warranted**

Any student whose behavior may warrant suspension or expulsion will be provided along with their parents with the following:

#### **Students:**

1. A notification of the failure to meet the required school expectations.
2. An opportunity to present his / her side of the story to the appropriate school personnel (administration)

#### **Parents:**

1. A written notification of their son's / daughter's failure to meet the required school expectations and the consequence decided by the School Management team the Managing Director
2. Twenty-four hours' notice to meet with the Senior Management Team the Managing Director for a fair and impartial conference, unless the student's behavior is so disruptive or detrimental that he/she cannot complete the school day.

## **Rewards System**

EIS strives to be a place where achievements are celebrated, students are self-motivated, and everyone is engaged. As we recognize that students thrive on praise, the thrill of success and the glow of recognition, we have put a student's rewards policy to encourage well behaved and



motivated students to maintain this throughout their academic career and their lives beyond school and to modify the behavior of those who do not conform to the requirements of the school regarding such matters as work, uniform, rules and attitude to staff.

EIS rewards system allows students, teachers and guardians to see how well students are progressing in subjects and where they are producing sustained good work, effort and progress. It also rewards attendance. A key part of developing the potential of our students is giving them encouragement and praise, an essential component of discipline with dignity, good teaching and good staff/student relationships. Staff members are encouraged to actively look for opportunities to praise students both within and beyond lessons.

Students can expect to be informed of positive effort through verbal praise, planner and our range of certificates and rewards. Similarly, poor behavior will be shared with parents who are our best supporters in helping to correct such matters.

The school can use displays and notice boards to celebrate and publicize achievement in all spheres of school life. Acknowledgement can also be made through assemblies, positive phone call home, and public display of high-quality work. The maintenance of high achievement and excellent effort will be acknowledged at the annual celebration of achievement.

The reward systems described below are used fairly and consistently by all teachers to be successful.

### **Elite of the Week**

Every two weeks, homeroom and subject teachers in elementary, middle and high school choose one nominee from each class to be chosen as Elite of the week. Names of students that are chosen by most teachers will be announced for the title on Sundays and their name and photos will be displayed on “Elite of the week” board for the period of two weeks. Teachers consider the following while nominating Elite of the week.

- Academic progress (homework, quiz, projects etc.)
- Behavior /participation in school

### **Star of the Week**

Early Childhood teachers nominate a star of the week and parents will be informed through the student planner and e-learning portal.

### **Reward criteria**

#### **For academic excellence**



Timely submission of class and home assignments  
Quality of work in class and Homework (relevance/presentation)  
Consistent scores (above 80% in all quizzes)  
Academic progress and improvement  
Taking initiative to bring in research work

### **For behavior and participation**

Effort/teamwork  
Communication with teachers and peers  
Following class procedures/instructions  
Willingness to help peers

### **Way to record**

Behavior chart will be used for students from early childhood to lower elementary classes. All the names must start at “Ready to Learn” at the beginning of the day. As per the child’s behavior, the names of the students will move up or down. The teacher can reward the child to be a class/line lead for the day, teacher’s helper for the day etc. Parents are notified through student’s planner about rewards received by their child.

Reward Coupons will be used for elementary, middle and high school students. The green coupons will be rewarded for academic excellence and yellow coupons will be given for behavior and participation. Teachers record the coupons given to the students on the school’s system on a daily basis. The total number of coupons received for each student will be calculated at the end of each semester and the student who receives the highest number of coupons per section will be rewarded in each semester.

Rewards will be in the form of:

- A book
- Extra 5 marks on behavior and participation scores
- Publishing student’s name in the Honor list in school website

For middle and high school, the school’s rewards system consists of House Points and Honors Certificates that can be awarded for all of the following:

- An excellent piece of work (relative to the individual)
- Excellent effort
- Good progress (relative to the individual)
- Attendance: 100% attendance to be rewarded by an honors certificate
- Consistently good organizational skills
- A positive contribution to the lesson



- Courtesy
- Consideration of others
- Students who have accomplished their achievement targets e.g. on report cards

Based on the number of House Points earned, students can get:

- Book reward
- Snack time
- Homework Pass
- Game time
- Teacher's assistant
- Teacher's chair
- Breakfast treat
- Early release to lunch
- Admission to a field trip
- Assist a coach on a sport's game
- Extra time for an assignment
- In-class homework time
- Lunch and recess with a teacher
- Morning/afternoon announcements
- Re-take a quiz/test

Teachers need to raise expectations for the student's behavior in order to receive the same reward, so they do not get addicted to rewards and learn to be motivated by their own achievements. The reward system implemented must be shared with and approved by the SMT, and the Managing Director.

### **Students' Certificates**

Certificates will be awarded to elementary, middle and high school students to keep parents and guardians further informed of their children's progress.

At the end of each semester, teachers can nominate students to be awarded with certificates for:

**High Academic Achievement:** awarded in each subject and based on consistent high standards of classwork and homework as well as test / exam results.

**Significant Academic Progress:** awarded in each subject to students who have made good progress and have maintained good effort throughout the semester.

**Exemplary behavior:** awarded to students who have consistently displayed a positive and mature attitude and have set a good example for other students.