

## **ASSEMBLIES**

At The Heritage School, we believe that assemblies are fundamental in promoting the ethos of the school and providing students with the opportunity for collective reflection and the consideration of spiritual, moral, social and cultural issues.

The Assembly Program of the school supports the stated statutory guidance: to value ourselves as unique human beings capable of spiritual, moral and intellectual growth and development.

### **Aims and Objectives**

The Assembly program is designed to provide opportunities for:

1. A focal point for school programs and initiatives
2. Exploring current local, national and international issues
3. Considering issues that affect personal or collective safety
4. Clarifying the meaning and purpose in our lives and how we believe we should live
5. Lifelong learning to acquire knowledge, wisdom and understanding
6. Developing some of the skills and knowledge required to be a positive member of society, thus contributing to the teaching of citizenship
7. Sharing community values and collective and individual success
8. Fostering self-esteem, sense of identity, spiritual development, appreciation of awe and wonder, openness and tolerance, and the ability to reflect on these qualities and other aspects of life's fundamental experiences
9. The promotion of the school's commitment to equality by celebrating, giving value to, and learning about, different ethnic and faith groups, especially those represented within the school community

### **TEACHER RESPONSIBILITY:**

The primary focus of the classroom teacher is on the planning, preparation and teaching of programs to achieve specific student outcomes. The classroom teacher engages in critical reflection and inquiry in order to improve knowledge and skills to effectively engage students and improve their learning.

All teachers may be required to undertake other duties in addition to their rostered teaching duties provided the responsibility is appropriate to the qualifications, training and experience of the teacher.

Teachers play a significant role in assisting the school to improve student performance and educational outcomes determined by the school strategic plan and state-wide priorities and contributing to the development and implementation of school policies and priorities. A critical component of this work will focus on increasing the knowledge base of staff within



their school about student learning and high-quality instruction to assist their school to define quality teacher practice.

Teachers will be expected to:

- have the content knowledge and pedagogical practice to meet the diverse needs of all students
- provide a child safe environment in accordance with the child safe standards
- model exemplary classroom practice and mentor or coach other teachers in the school to engage in critical reflection of their practice and to support staff to expand their capacity
- provide expert advice about the content, processes and strategies that will shape individual and school professional learning
- supervise and train one or more pre-service teachers, and
- assist staff to use student data to inform teaching approaches that enable targets related to improving student learning outcomes to be achieved

Additional responsibilities may include but are not limited to:

- Managing and supervising a team of teachers in the planning, implementation and review of teaching and learning programs according to the school strategic plan's goals and priorities.
- Leading the development of curriculum policies and programs.
- Managing the supervision of pre-service teachers.
- Co-ordinating the development and implementation of curriculum in small schools.
- Managing a year level or learning area.
- Managing a specialist function, such as sport, careers, student welfare, excursions or camps.
- Developing and managing the school transition program as it relates to Pre-School to Year Prep and, or Year 6 to Year 7 transition and facilitating the associated orientation programs, and
- Assisting the principal, assistant principal and leading teachers with the performance of specific functions appropriate to the classification and role.

## **7. STUDENT BEHAVIOR**

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

- The teacher will guide student behavior as a natural extension of his/her class.
- Teachers reserve the right to remove an unruly student or students from the assembly.
- No books or book bags are to be brought to an assembly.
- Students should either sit cross-legged on the ground or sit in a chair with good posture and feet on the ground



- Students should report promptly to the assembly.
- General courtesy and attention is required, *including complete silence while someone is speaking or performing in front of the audience* and between performances
  - Students should become quiet when the staff member or student begins to introduce the assembly and should NOT get up and walk around during performances.
  - Appropriate expressions of applause are encouraged. Whistles or cheers are not generally considered an appropriate response to a performance, though they may be appropriate at a sports competition.
- Whenever the National Anthem is sung or performed, students must stand silently at attention, arms straight at their sides, as a sign of respect.

## **18. DISCIPLINE: WHAT IT MEANS TO US**

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

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

## **19. DISCIPLINE: CODE OF CONDUCT FOR STUDENTS**

- We will reach school on time, so we are prepared for the day.
- We will reach class or assemblies on time, so that we can fully participate.

- We will submit all assignments on time, to develop the right work ethic.
- We will participate fully in all classes, events and trips.
- We will pay attention and always cooperate with our teachers.
- We will speak politely and respectfully with our teachers, peers and others.
- We will behave with integrity and accountability.
- We will eat during the break time in designated areas only and will throw garbage in bins.
- We will walk quietly in a queue in the corridor and on stairs in order.
- We will switch off all the lights and fans when not in use, in order to save energy.
- We will maintain cleanliness in the classroom and school as it is a sign of healthy living.
- We will always be ready to lend a helping hand and accept whatever work is assigned to us graciously.
- We will take good care of our I-cards and wear them each day to increase security and a sense of community
- We must carry our almanac each day, as it is an essential document for communication.
- We will enter or leave the classroom only with the teacher's permission.
- We will bring all necessary equipment to class, including books and stationery
- We will be peacemakers, acting with self-control in all situations.
- We will take good care of school property so that others can use it too.
- We will speak truthful, kind words about others.
- We will only bring materials to school that will help us study, and leave cell phones, personal music devices, and electronic toys at home
- We will leave our own sports equipment, including balls and skateboards, at home
- We will follow the rules on school safety and child protection and treat each other and ourselves with respect and dignity.
- We will play with school sports equipment only on the playground or field after prior permission
- We will observe healthy habits on and off campus, avoiding the consumption, possession or distribution of controlled or any other illegal substances, as these are harmful to our physical and mental health.
- We will treat each other with respect and care, avoiding spoken or written words or actions which cause emotional or physical injury, or which intimidate or humiliate.
- We understand that this code will be reinforced across the school and that violation of any part of it will lead to consequences and sanctions.

## **DISCIPLINE MATRIX**

### **Rationale:**

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



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

### **Level One Offense:**

Includes minor or first-time offenses, which are *handled by the classroom teacher and recorded in the discipline management system. **Consequences include reprimand / apology/ detention, removal of privileges, fines / restitution, school service or loss of access (see IT policy).***

#### ***Examples:***

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

- distortions of the truth, copying homework or other violations of academic honesty
- inattentiveness or minor disruption in class
- tardiness
- dress code violations
- forgetting study materials or I.D. tag

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

- disturbing others in the classroom or other shared spaces, including the bus
- minor physical encounters (shoving, play-fighting)
- “borrowing” without asking permission
- name-calling or other misuse of language (i.e. inappropriate words or expressions)
- disrespect or “cheekiness”

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

- minor or first-time AUP violations (unauthorized sites such as games, social networking)
- making or leaving a mess

### **Level Two Offenses**

Includes violations of a more serious nature, or repeated Level One offenses, *handled by the program leader, recorded in the ERP discipline record and to parents in writing, with a follow-up conference; counseling assigned as needed; possible in-school or out-of-school suspension or after-school detention, removal from teams or representative groups, temporary removal from transportation; placed on Behavior Probation*

#### ***Examples:***

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

- cheating on a minor assignment or quiz; copying homework



- late assignments, lost or forgotten materials
- skipping a class
- refusal to accept assigned homework help or tutorials

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

- fighting, especially on the bus but also in classrooms, corridors or on fields
- disrupting class or study time
- stealing or intimidating (e.g. “whacking” food or property or sports equipment, with or without “permission” if it is judged that coercion was used)
- teasing or using harsh or insulting language

**Harm to Property / Abuse of Access or Privilege:**

- vandalism, intentional damage to school property
- possession of a controlled substance (i.e. weapon, tobacco, pornography, etc.)
- more serious IT violations (e.g. misuse of software, copyright violation)

### **Level Three Offenses:**

Includes more serious offenses or repeated Level Two offenses, *handled by Principal and Curriculum Mentor, recorded in school discipline record system*; conference with parents, principal and program leader; loss of marks or points; removal from teams or activities; possible request for withdrawal or expulsion, legal action if necessary; required outside counseling; placed on Behavior Probation

### ***Examples***

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

- Substance abuse, including tobacco, alcohol or other controlled substances
- Use of inappropriate materials, including pornography or material which is inflammatory or derogatory in nature, on or off the internet
- Truancy (absence from school without notification)
- Major cheating (e.g. on a test or important assignment, plagiarizing or copying or purchasing information or a product that is represented as original work)

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

- Bullying or harassment: physical, emotional, social, sexual, through direct contact or social media
- Serious fighting on school property, including school transportation
- Disrespect or insubordination

**Harm to property / Abuse of access or privilege:** including but not limited to:

- Serious violations of AUP (keystroke or password capturing, identity theft, violation of copyright laws)
- Intentionally breaking, damaging or stealing school property
- Breaking bounds (i.e. absconding while on a school trip)

### **Amnesty Provision**



As we deal with young adolescents, we fully recognize that they are tempted to experiment with substances and practices that are both appealing to them and potentially harmful to them and which they lack the maturity or discretion either to avoid or to control. Examples include tobacco, alcohol or drugs, as well as sexual intimacy or obsessive behaviors such as compulsive stealing.

To ensure that students get the help they need when dealing with behaviors of an addictive or particularly dangerous nature, without fear of punishment which would prolong disclosure to the extent that the risk of harm or addiction is actually increased, the school has created an “Amnesty Provision.” The provision allows students to seek that help by appealing directly to the Counseling Department before the behavior comes to the attention of teachers or School Administrators as a matter requiring discipline

Here is how the provision works:

1. A student can tell an adult or a friend that s/he needs help dealing with an addiction or a compulsive behavior or habit
2. The adult or friend of the student must report the concern directly to one of the school counselors
3. The Counselor then informs the **Program Leader** and Principal, who will sanction use of this provision as long as the behavior has not already been reported as a confirmed discipline matter
4. The Counselor meets with the student and makes it clear that the student must tell the truth and must genuinely seek help to quit the harmful behavior
5. The Counselor must set up a meeting with the parent and the student to identify an intervention strategy for addressing the issue. The strategy should include any or all of the following:
  - a. Enrollment in a registered, respected drug or alcohol addiction and rehabilitation program, with confirmation of enrollment and attendance by the organization running the program
  - b. Ongoing counseling with the School Counselor
  - c. An affidavit, signed by the parents, which promises to support the objectives of the rehabilitation program and to seek further help (i.e. family systems therapy) as identified in the intervention strategy
  - d. A time frame within which significant progress must be demonstrated and confirmed by a representative of the rehabilitation program and / or outside Counselor
  - e. The Counselor will inform the student and the parents, and obtain a signed acknowledgement, that if the student is caught violating a school policy at any time during or after the intervention strategy has been implemented, the provisions of the Discipline Matrix will be invoked, and the Amnesty Provision will be revoked
  - f.

#### **ELIGIBILITY FOR CO-CURRICULAR ACTIVITIES AND SPORTS**



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

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

Here are the requirements for maintaining eligibility to participate in sports and co-curricular activities and for representing the school in competitions and events:

- Students must meet the selection criteria as specified by the coach, director or advisor of the team or activity .
- Students must attend practices and rehearsals on a regular basis, before and after selection for the team or activity.
- Students must remain in good standing with the school in terms of behavior as well as academic performance.
- Students must be regular in their attendance and punctuality at school, maintaining a minimum attendance of 90%.

If a student fails to uphold these expectations, she/he may lose his or her position on the team, forfeit one or more opportunities to participate in a tournament or competition or, if the student fails to address the issue in a timely manner, may be dropped from the roster, at the discretion of the coach or advisor in consultation with the Principal.

## FIELD TRIPS & MANDATORY EXCURSIONS OFF CAMPUS

### ❖ KHOJ

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

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



### ❖ Field Trips and Excursions

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

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

- Students are reminded that a field trip is an extension of the school day, and all policies and rules apply.
- Students are required to wear appropriate clothing as specified by teachers
- Students are expected to participate fully in all activities and to submit pre-trip and post-trip evaluations, journals and other assignments
- Students must sign and turn in to the trip sponsor the Field Trip Permission Form and Medical Release Form signed by their parent or guardian or they will not be allowed to participate in the trip.
- The school undertakes these activities/events etc., taking appropriate safety and security measures on best effort basis and assume all risk and hazards incidental to these activities and events and accept complete responsibility and liability to any kind of eventful or uneventful consequences resulting from such participation.
- All applicable rules, terms and conditions of participation will be applicable as stated in the Field Trip Permission Form, the school Wellness Policy, Student Code of Conduct, Bring Your Own Device (BYOD) and school Safety and Child protection policies. The school's responsibility and liability (monetary or otherwise) will be limited to the terms of these policies.

## **29. FESTIVALS AND CELEBRATIONS**

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

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

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

### **Birthday Celebrations**

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

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

Thus, to inculcate all these essential values, we request parents not to send any cakes or return gifts but to send toffee or chocolate of maximum Rs. 5. Birthdays would be celebrated during the circle time where all the classmates will give their best wishes to the birthday boy/girl, who makes a birthday resolution, and each child makes a wish for the kid. Class teacher and students will collectively make the birthday card for the birthday boy/girl.

Consistent with these values and to prevent any misunderstandings about favoritism or comparisons, we **discourage students from giving gifts to teachers or organizing parties for them**. Much more appropriate would-be hand-made cards presented at a Circle Time, just as we would do for a child. While we do not like to embarrass children or discourage their good intentions, **it is against our policy for teachers to receive gifts that have material value beyond a negligible amount**. We ask that parents support us in this regard to avoid putting anyone in the awkward position of having to return or refuse a gift.