

DISCIPLINE Policy

Eastern Public School

School code: 004195





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.



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Contents

Topics	Page Number
IB Mission Statement	4
EPS Mission Statement	4
1. Purpose and Scope	5
2. Guiding Principles: Building a Culture of Respect	6
3. Stakeholder Involvement	7
3.1 Roles and responsibilities of School	7
3.2 Roles and responsibilities of Teachers	7
3.3 Roles and responsibilities of Administrators	7
3.4 Roles and responsibilities of SEN Team	7
3.5 Roles & Responsibilities of Students	8
3.6 Roles & Responsibilities of Parents	8
4. Discipline Framework	9
4.1 Yellow Card (Minor Offenses)	9
4.2 Red Card (Major Offenses)	9
4.3 Restorative and Reflective Practices	10
5. PYP Formal Warning for Repeated Misconduct	11
6. Bibliography	12
7. Appendices	12
8. Review and Updates	15

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and 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.

EPS Mission Statement

EPS aims to produce eminent professionals and entrepreneurs with strong ethical foundation who could master the expanding horizons of arts, literature, science & technology to help create a justice-driven, peaceful and prosperous world through academic excellence integrated with core Islamic values.

In order to achieve this, EPSites have access to best growth opportunities through cutting-edge teaching methodology and rigorous assessment. EPS also affords a platform for physical, mental and spiritual development for its students to become exemplary citizens with a sense of self-esteem, patriotism, compassion and tolerance.

Thus, the three E's of EPS: Education, Ethics and Enterprise symbolize our Mission Statement .

I. Purpose & Scope

This policy outlines the principles and procedures for maintaining a safe, respectful, and supportive school environment.

It applies to all students, staff, and visitors within the school premises and at school-related events.

I.1 Purpose of this policy

Our discipline policy is thoughtfully designed to cultivate an environment that encourages positive conduct, mutual respect, attendance and student accountability. It ensures that every child has the opportunity to learn in a safe, supportive, and nurturing space, free from interpersonal disruptions and negative behaviour. By promoting responsibility, the policy encourages students to take ownership of their actions and understand the impact of their choices and actions. Aligned with the principles of the International Baccalaureate (IB) and the EPS mission statement, the policy reflects our shared commitment to nurturing inquirer,, knowledgeable, and compassionate individuals who contribute to a more peaceful and respectful world through intercultural understanding and international mindedness and by developing IB Learner Profile.

I.2 Scope of this policy

The scope of the EPS Discipline Policy extends beyond the classroom, fostering a culture of respect, honesty, and collaboration throughout the school community. It emphasises the importance of maintaining a professional student-teacher relationship, where students are expected to show respect to teachers, staff, and elders at all times. Disagreements should be handled with politeness and humility, encouraging students to seek clarifications courteously rather than engaging in argumentative or stubborn behavior. The policy also outlines clear repercussions for misbehaviour, ensuring that consequences are fair, consistent, and focused on restoration and growth rather than enforcement alone. Additionally, it includes support mechanisms such as counseling and conflict resolution strategies to help students reflect, improve, and learn from their actions, reinforcing a compassionate and constructive approach to discipline.

2. Guiding Principles: Building a Culture of Respect

To foster a positive, respectful, and inclusive school community, the following school-wide behavior expectations serve as guiding principles for all students and staff:

1. **Respect Yourself:**

- Care for your physical, emotional, and social well-being.
- Be mindful of your choices, language, and behaviour.
- Strive for balance in learning, work, and relationships.

2. **Respect Others:**

- Treat classmates, colleagues, teachers, staff, and families with kindness, fairness, and empathy.
- Listen actively, value different perspectives, and resolve conflicts peacefully.
- Communicate in ways that build trust and mutual respect.

3. **Respect the Environment:**

- Care for classrooms, buses, resources, and the school grounds.
- Use resources responsibly and keep shared spaces safe, clean, and welcoming.
- Promote sustainable practices that benefit the wider community.

4. **Embrace Inclusivity:**

- Celebrate diversity in culture, beliefs, abilities, and perspectives.
- Ensure that all members of the community feel welcomed, valued, and respected.
- Promote fairness, equity, and dignity in every interaction.

5. **Act Responsibly:**

- Take ownership of your actions and words, acknowledging their impact.
- Understand that choices have consequences, and seek to repair harm when it occurs.
- Demonstrate honesty, integrity, and accountability in all aspects of school life.

6. **Strive for Excellence:**

- Commit to personal and collective growth academic, social, and emotional.
- Engage actively in teaching, learning, and collaboration.
- Encourage perseverance, curiosity, and creativity in yourself and others.

3 Roles and Responsibilities

3.1 School:

- Provide a safe, inclusive environment free from bullying or discrimination..
- Develop and communicate a comprehensive discipline policy that outlines expectations and consequences clearly.
- Ensure records are updated and reviewed regularly.
- Encourage collaboration and communication among students, parents, and the community.
- Provide ongoing training for teachers on effective discipline strategies and conflict resolution

3.2 Teachers:

- Establish a welcoming and respectful classroom culture that encourages learning and collaboration.
- Establish essential agreements collaboratively with students.
- Clearly communicate behavioral and academic expectations to students.
- Use proactive strategies before escalating behaviour to card issuance.
- Regularly communicate with parents about their child's progress, behavior, and any concerns that arise.
- Keep the Programme Coordinator, Grade Level Coordinator (applicable to PYP) and SEN Team updated with all the behavioral issues.
- Staying vigilant and responsible throughout the school hours within and beyond the classroom to ensure child safety and well-being.
- Attend all assigned duties of supervision, event management and daily responsibilities punctually and diligently.
- Record incidents and maintain communication with parents.

3.3 Administrators:

- Ensure the policy is applied fairly and consistently.
- Monitor card records, issue **warning letters** for repeated misbehaviour, and involve parents when needed.
- Support teachers and students in conflict resolution.
- Handle cases of severe misconduct (suspensions/expulsions where necessary).

3.4 SEN Support

- Provides resources and strategies to teachers and parents for the students with behavioural challenges.
- Collaborate with teachers and parents to design individual behaviour intervention plans.
- Support restorative approaches tailored to student needs.
- Regularly assess behavioral patterns to adjust strategies as needed.
- Offer regular training on inclusive practices and behavioral management.

3.5 Students:

- **Must understand and follow the school's code of conduct, including rules regarding behavior, attendance, and academic integrity.**
- **Follow essential agreements for classroom, bus, playground, and shared spaces.**
- **Show respect to peers, staff, environment, and property.**
- **Demonstrate learner profile attributes in actions and words.**
- **Should take responsibility for their actions, acknowledging the consequences of their behavior and learning from their mistakes.**
- **Reflect when issued a yellow or red card, and participate in restorative conversations.**
- **Treat both school and personal property with courtesy and care.**

3.6 Parents:

- **Reinforce school expectations at home.**
- **Support reflective and restorative practices by discussing incidents with their child.**
- **Work collaboratively with teachers, SEN support, and administrators to help students improve behaviour.**
- **Ensure punctuality, cleanliness, and readiness for school.**
- **Monitor their child's use of technology and encourage responsible digital citizenship.**
- **Follow the school's zero-tolerance policy for rude, inappropriate, or disrespectful behaviour by students, parents, or guardians toward staff, other parents, or students. Such behaviour may result in suspension of the student from class, school, or facilities, and in extreme cases, expulsion.**

4. Discipline Framework

4.1. Yellow Card (Minor Offenses)

Examples include: inappropriate/abusive language, disrespecting the teacher, misuse/damage of class property, dress code violation, rough play, leaving class without permission, minor plagiarism, misuse of computer facilities.

Yellow Card Consequences

- **1st Offense:** Yellow Card issued and noted in the student's personal file. The student completes a short reflection activity under teacher supervision to understand the behaviour and its impact.
- **2nd Offense:** Yellow Card issued, recorded in the file, and the student completes an extended reflection time under supervision, which may include restorative tasks (e.g., apology, helping with class duties). Parents are informed via email/message.
- **3rd Offense:** Yellow Card issued, recorded in the file, the student completes reflection time, and parents are invited for a formal meeting with the school. A warning letter is also issued, signed by parents/guardians, and kept in the student's record.

4.2 Red Card (Major Offenses)

Examples include: bullying, fighting, physical/verbal aggression, theft, vandalism, sexual harassment, bringing dangerous objects, substance use, severe plagiarism, group violence, exam malpractice, cyberbullying.

- **1st Offense:** Red card, note in file, remediation, parent meeting, loss of leadership/scholarship, in-school suspension.
- **2nd Offense:** Red card, note in file, remediation, parent meeting, loss of leadership/scholarship, out-of-school suspension and a formal warning letter is issued.
- **3rd Offense:** Red card, note in file, parent meeting, expulsion (admin decision).

The warning letter must be acknowledged and signed by parents/guardians and then kept in the student's record. It serves as a formal notification that further misconduct will not be tolerated. Repeated offences may lead to suspension or expulsion, depending on the severity and administrative decision.

Note: In the event of any severe malpractice or serious misconduct, the school reserves the right to take immediate disciplinary action without the preliminary issuance of a Yellow or Red Card. Such measures will be implemented in accordance with the school's zero-tolerance policy to ensure the safety, dignity, and well-being of the entire community.

4.3 Restorative and Reflective Practices

- **Reflection Sheets:** students write about the incident, impact, and better choices.
- **Restorative Conversations:** conducted with teacher/admin to rebuild trust.
- **Action Plans:** for students with repeated concerns, monitored by SEN support.

Formal Warning for Repeated Misconduct

Notice code: EPS__25/Notice_Warning Letter

Date: _____ 2025

Assalaam alaikum Dear Parents,

This letter serves as a formal warning regarding the repeated incidents of misconduct by your child, *[Student's Name]*, *[Grade]* which continue to disrupt the learning environment and cause potential threat to other students' safety. His/her actions go against our school's code of conduct and IB learner profile expectations.

Despite several verbal and written reminders, counseling sessions, and individual support plans, there has been no significant improvement in *[his/her/their]* behavior. The following are the concerning acts observed:

- *[Example: Physical aggression towards peers]*
- *[Example: Disrespectful communication with teachers and classmates]*
- *[Example: Refusal to follow classroom instructions and routines]*

These behaviors are in direct violation of our School Discipline Policy, particularly:

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School Support Provided:

- Multiple individual counseling sessions by the school counselor
- Parent-teacher meetings and collaborative behavior action plan
- Peer mentoring
- Reflection activities

Unfortunately, these efforts have not resulted in the expected behavioral change

Recommendations for Parents:

1. Have a sincere and calm conversation with *[Student's Name]* to understand the root causes behind the behavior.

2. Ensure consistency between school expectations and home reinforcement of respectful behavior and responsibility.
3. Monitor and limit exposure to aggressive or inappropriate media.
4. Seek external counseling or professional behavioral support if needed.
5. Attend a mandatory meeting with Programme Coordinator and school counselor on [Insert Date] to discuss the next steps and review the support plan.

Please understand that if this behavior continues, further disciplinary action may be taken in line with our school's policy, including suspension or restricted participation in certain school activities.

We sincerely hope to work with you in partnership to help *[Student's Name]* develop the necessary social and emotional skills to thrive in a respectful and inclusive learning environment.

Thank you for your understanding and cooperation.

Jazak Allahu Khayr

Regards,

Programme Coordinator

Eastern Public School

6. Bibliography

- IB Mission Statement: <https://www.ibo.org/about-the-ib/mission/> Accessed 13th February 2025
- EPS Mission Statement: <https://www.e-p-s.in/about-us/#the-mission> Accessed 13th February 2025

7. Appendices



**Eastern Public School
Ward No 1, Abbas Nagar Bhopal
Student's Discipline Form
YELLOW CARD**

Student's Information

Student's Name	Class	Student ID/ Scholar No.	Class Teacher

Incident Report

Where situation occurred (Place)	Date and time	Teacher Responsible/ Incharge

Description of misbehaviour/ incident

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Father/Mother's Name	Parent notified by	Date of notification	Parents Signature

Consequence

- ☐ Warning/Reprimand
- ☐ No canteen entry
- ☐ PE Class detention /Restrict activity participation
- ☐ Suspension from School for 3 days
- ☐ 3 YELLOW CARDS will become 1 RED CARD
- ☐ 3 RED CARDS means EXPULSION from the school

Support provided

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Teacher Sign : _____	Sen Coordinator Sign : _____
Coordinator Sign : _____	Head of School Sign : _____



Eastern Public School
Ward No 1, Abbas Nagar Bhopal
Student's Discipline Form
RED CARD

Student's Information

Student's Name	Class	Student ID/ Scholar No.	Class Teacher

Incident Report

Where situation occurred (Place)	Date and time	Teacher Responsible/ Incharge

Description of misbehaviour/ incident

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Father/Mother's Name	Parent notified by	Date of notification	Parents Signature

Consequence

- ☐ Warning/Reprimand
- ☐ No canteen entry
- ☐ PE Class detention /Restrict activity participation
- ☐ 1 week Suspension from School
- ☐ Compensation to be paid in case of damage to School Property
- ☐ 3 RED CARDS means EXPULSION from the school

Support provided

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Teacher Sign : _____	Sen Coordinator Sign : _____
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Coordinator Sign : _____	Head of School Sign : _____
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8. Review and Updates

- **Last reviewed:** March 2025
- **Next review:** After one year by the School Leadership Team.
- **Reviewed by:** Ms. Afreen Zaheer (PYP Coordinator), Munira Yusuf Lakkadwala (SEN HOD), Saima Hameed (SEN Counsellor), Sahla Masood (Science Coordinator), Ayesha Siddique (EY Coordinator), Sazia Aquil Fraz (Teacher Librarian), Neha Siddiqui (MS Coordinator), Shabana Sultana (DP Coordinator)
- **Verified by:** Dr. Fraz Ahmed (Head of School)