



**ela
green
school**

An IB continuum
world school



IB CONTINUUM
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EGS

STUDENT DISCIPLINE AND CONDUCT POLICY

2026 - 2027

Learning for action,
Action for change



INTELLECTUAL
COURAGE



EMPATHY



RESPONSIBILITY



RESILIENCE



SUSTAINABILITY

ELA Green School

Student Discipline and Conduct Policy

Safe, respectful, restorative and accountable school culture

Policy Note

This policy must be read together with the Assessment Policy, Academic Honesty Policy, Attendance Policy, Safeguarding/Child Protection procedures, Transport guidelines, applicable school circulars, the EYP/PYP Promotion, Progression, Readiness and Academic Growth Policy and the MYP/DP Promotion, Progression, Readiness and Academic Growth Policy. Where a matter involves academic assessment, plagiarism, malpractice, attendance, promotion, placement, external registration, certification or safeguarding, the relevant specialised policy will prevail for that aspect of the case. The school will apply these policies together in a fair, age-appropriate and evidence-based manner. Discipline, attendance, assessment, academic honesty, safeguarding, promotion, placement and registration decisions may be connected, but each aspect will be reviewed under the relevant specialised policy. No serious academic or disciplinary consequence will be decided without documentation, parent communication where appropriate, and review by the relevant school authority.

1. School Vision, Mission, Motto and Core Values

Our Vision

We focus on holistic development that encourages students to become resilient learners who positively transform the school, local and global communities. Students incorporate sustainability practices beyond the classroom and strive to be inclusive and empathetic to create a peaceful world.

Our Mission

Our mission is to nurture resilient, intellectually courageous, and ethically grounded learners through a holistic Mind-Body-Soul approach. We foster students to think critically, act with empathy, and embrace diverse perspectives. Through authentic learning opportunities, students take responsible action, apply sustainable practices beyond the classroom, and positively transform their school, local, and global communities, contributing to a more inclusive and peaceful world.

Our Motto

Learning for Action, Action for Change.

Our Core Values

Intellectual Courage | Empathy | Responsibility | Resilience | Sustainability

2. Purpose and Scope

The purpose of this policy is to maintain a safe, respectful, inclusive and disciplined learning environment while helping students understand the impact of their choices and repair harm where possible.

This policy applies to all students during school hours, school buses, school events, co-curricular and sports activities, trips, online school platforms, school-related communication groups, and any off-campus conduct that affects the safety, dignity, reputation or learning environment of the school community.

3. Guiding Principles

- Safety, dignity and confidentiality are non-negotiable.
- Discipline is corrective, educational and restorative; it is not merely punitive.
- Students will be heard before major disciplinary decisions are finalised, except where immediate safety action is required.
- Consequences will be age-appropriate, proportionate, logical, documented and consistently applied.
- Safeguarding and child protection concerns override all normal disciplinary timelines and will follow the safeguarding pathway.
- Restorative action may repair harm but does not automatically replace consequences in serious cases.
- The school may take preventive or interim action immediately when safety, wellbeing, evidence preservation or legal compliance requires it.

4. Discipline Escalation Matrix

Level	Nature / Examples	First Response	Decision Owner	Key Actions, Parent Communication and Documentation
0 Prevention	Always-on culture building through routines, supervision, reminders, SEL/ATL lessons and seating plans.	All staff	Coordinators monitor	Reteach expectations, reinforce positive behaviour and adjust routines. Parent communication and documentation are normally not required unless a pattern emerges.
1 Minor / first-time / low impact	Low-impact behaviour that does not endanger safety, such as talking out of turn, mild disruption, minor uniform/grooming issue, forgetting materials or late to class.	Teacher / duty staff	Teacher; Homeroom Teacher informed if pattern begins	Reminder, corrective guidance, restorative conversation, redo task or apology/repair. Parent communication is normally not required unless repeated. Quick log entry normally same day.
2 Repeated minor / moderate impact	A pattern or moderate disruption, such as repeated disruption, rude language, teasing pattern, repeated device misuse or repeated late arrival.	Immediate supervisor + Homeroom Teacher	Homeroom Teacher + Coordinator / Head of Department	Student meeting, behaviour goals, monitoring sheet, counselling referral, reflection time, restitution or activity restriction. Parent communication normally within 48 hours. Incident note and tracking sheet required.
3 Major misconduct	Behaviour that compromises order, safety, dignity or wellbeing, such as bullying, fighting without weapon, theft, vandalism, serious online misconduct or leaving designated area.	Immediate supervisor ensures safety	Coordinator	Investigation, parent meeting, behaviour contract, in-school suspension, removal from event/trip or probation. Same-day parent communication as far as reasonably possible. Full incident report required.

4 Severe / high risk	Serious threat to safety, dignity or school order, including serious assault, sexual misconduct, harmful items, substance misuse, credible threats or severe bullying.	Ensure safety + inform Head of School	Head of School + Coordinators	Immediate removal from situation, suspension, disciplinary hearing, transport restriction, re-entry plan or possible expulsion recommendation. Immediate call and written notice as far as reasonably possible. Complete case file required.
5 Safeguarding / crisis	Child protection or life-safety concern, including weapon possession, self-harm risk, abuse disclosure, life threats or sexual harm concerns.	Ensure safety + Coordinator	Coordinators + Head of School	Activate safeguarding protocol, external agencies where legally required and safety-focused managed outcome. Parent communication and records as per safeguarding protocol. In safeguarding matters, information will be shared with parents in line with safeguarding protocol and legal requirements.

5. Due Process, Investigation and Interim Safety Measures

- For Level 3 and above, the school will record the concern, hear the student's version, review available evidence, and speak to relevant staff/witnesses as appropriate.
- Parents will be informed within the timelines stated in this policy, normally on the same day for Level 3 and immediately for Level 4/5, as far as reasonably possible. In safeguarding matters, information will be shared in line with safeguarding protocol and legal requirements.
- Interim measures such as temporary separation, removal from class/activity, transport restriction, supervised movement or temporary suspension may be used to protect safety, prevent escalation or preserve evidence.
- Final decisions for serious matters will be documented and communicated to parents. Re-entry plans may be required after suspension or serious incidents.
- Parents may request a review of a major disciplinary decision within five working days of receiving the written decision. Review will be considered only where there is new evidence, procedural concern, documented exceptional circumstance or evidence that relevant information was not considered. Safeguarding or legally mandated actions will follow the safeguarding/legal pathway.

6. Automatic Escalation Offences

Category	Examples	Immediate Action	Decision Owner	Possible Outcomes
Physical safety threat	Serious assault causing injury, violent behaviour, hooliganism	Secure safety, separate students, medical support if required	Head of School + Coordinators	Suspension, disciplinary panel, re-entry plan, possible police/legal action where required
Sexual misconduct	Sexual harassment, inappropriate touching, coercion, severe misconduct	Ensure safety, privacy and safeguarding protocol	Coordinators + Head of School	Safeguarding process, suspension, external reporting where legally required
Harmful/prohibited items	Weapons, harmful objects, dangerous substances	Confiscate safely where possible; isolate risk	Head of School + Coordinators	Suspension, parent meeting, case review, external agency if legally required
Substance misuse	Possession/use/distribution of alcohol, drugs, vaping devices or prohibited substances	Remove from peer group immediately; protect safety	Head of School + Coordinators	Suspension, counselling, probation, external reporting if required
Severe bullying	Sustained intimidation, extortion, cyber threats, targeted humiliation	Stop behaviour immediately, victim support	Coordinator + Head of School	Behaviour contract, suspension, leadership role removal, re-entry conditions
Serious threats	Credible threat to life, safety or serious harm	Activate emergency response	Head of School	Crisis protocol, possible external agency involvement
Safeguarding disclosure	Self-harm risk, abuse disclosure or significant welfare concern	Ensure supervision and emotional safety	Coordinators	Safeguarding protocol activated

7. Academic Discipline, Assessment Misconduct and Related Policies

Policy Note

Discipline pertaining to academic assessments will be handled as per the Assessment Policy. Plagiarism, collusion, copying, AI misuse, falsification of work, unauthorised assistance and other academic honesty concerns will be handled as per the Academic Honesty Policy. Behavioural consequences may additionally be applied under this Discipline and Conduct Policy where the conduct affects order, safety, integrity or trust.

- Non-submission, late submission, missed assessments, refusal to complete assessment tasks, non-completion of PYP Exhibition, Personal Project, ePortfolio, Internal Assessment, Extended Essay, TOK or CAS-related requirements will be handled primarily under the relevant academic, assessment and programme policies.
- Malpractice during tests/examinations, impersonation, possession of unauthorised material, sharing answers, copying or using AI tools dishonestly will be referred to the Academic Honesty Policy and may also trigger disciplinary action.
- Where a case has both academic and behavioural dimensions, the school may apply both the academic policy and this discipline policy without double-counting the same consequence unfairly.
- Disciplinary records may inform support, safety planning, participation eligibility and academic review; however, promotion, retention, placement, external registration or certificate decisions will be made under the applicable promotion policy.

8. Attendance and Punctuality

8.1 Minimum Attendance Requirement

Regular attendance is compulsory because IB learning, assessment evidence, ATL development, practical work, school events and progression decisions depend on continuous participation.

- The minimum expected attendance is 85% of the working/instructional days for the academic year, or as required by applicable school, IB and regulatory expectations.
- Attendance below 85% may be considered for concession only under strict and exceptional circumstances, such as documented medical reasons, bereavement, unavoidable family emergency or other genuine reasons accepted by the school.
- Concession may be considered only up to 70% attendance and only after submission of supporting documents, parent meeting, academic evidence review, coordinator recommendation and Head of School approval.
- Attendance below 70% is a serious concern and must be referred to the Head of School. The final academic action will depend on the applicable programme policy, learning evidence, missed assessments, readiness, programme requirements and due process. For EYP/PYP, continuation will not be based on absence alone and will require readiness evidence and due process. For MYP/DP, attendance may affect promotion, registration, examination eligibility or certification where programme requirements are not met.
- Attendance concession is not automatic. The school may still require catch-up work, reassessment, bridge work, additional support, conditional promotion, continuation, retention or repetition as defined in the applicable promotion policy.

8.2 School Start Time and Late Arrival Procedure

- School start time, grace period and late-arrival procedure will be followed as per the current attendance circular.
- A student arriving after the permitted time will be marked late and may be required to submit a Late Arrival Permission Slip with a clear reason and parent/guardian signature.
- The slip must be verified by the Class Teacher and counter-signed by the relevant Coordinator before the student proceeds to class, wherever applicable.
- Repeated late arrival may lead to parent communication, punctuality improvement plan, restriction from selected activities, or other age-appropriate consequences.

9. Behaviour Categories and Examples

Category	Professional Description	Examples	Typical Response
Minor Conduct Issues	Low-impact behaviour that disrupts routine but does not endanger safety	Late to class, incomplete materials, minor uniform/grooming issue, mild classroom disruption, not following English communication expectations except in Language Acquisition classes	Reminder, reteaching routine, reflection, parent communication if repeated
Repeated Minor / Moderate Issues	Pattern of behaviour or moderate impact on learning environment	Repeated late arrival, repeated homework/task incompleteness, repeated device misuse, rude language, repeated failure to follow routines	Monitoring sheet, parent call, behaviour goals, stay-back with prior parent intimation where appropriate
Major Conduct Issues	Behaviour that compromises order, dignity, safety or emotional wellbeing	Bullying/harassment/intimidation, physical conflict, vandalism, theft, leaving school premises/area without permission, verbal/physical abuse	Full incident report, parent meeting, restorative conference, behaviour contract, suspension/other consequence where required
High-Severity Behaviours	Non-negotiable serious concerns requiring immediate escalation	Harmful items, sexual misconduct, severe bullying, violent behaviour, physical assault, substance misuse, serious device misuse, recording/sharing content without permission	Immediate escalation, safety action, Head of School review, safeguarding pathway where required

10. Digital Conduct and Device Misuse

- Students must not record, photograph or share images/videos/audio of students, staff, classes, school premises or school events without permission.
- Cyberbullying, harmful online groups, offensive posts, sharing inappropriate content, impersonation, misuse of school email/platforms and unauthorised access to another person's device/account are disciplinary concerns.
- AI misuse connected to academic work will be handled under the Academic Honesty Policy and may also attract behavioural consequences under this policy.
- Devices such as laptops, headphones, tablets or phones must be used only as permitted by the teacher and school rules. Confiscation or restricted use may apply where misuse occurs.

11. Location-Based Escalation Guidelines

Location	Why Escalation May Be Faster	Examples	Typical Level
Science labs / library / studios	Safety hazards, equipment or specialised materials	Misuse of Chemicals/equipment/books, running, unsafe conduct	Level 3-4
Corridors, bays and common areas	Movement safety and supervision need	Pushing, running, rough play, unsafe crowding	Level 2-3
School bus and transport	Moving vehicle risk and limited supervision	Standing while bus moves, aggressive behaviour, unsafe conduct, damage, repeated defiance	Level 2-4; transport restriction may apply
Play area / sports field	Physical injury risk	Dangerous play, fighting, intentional harm	Level 3-4
Online platforms	Wider impact and digital footprint	Cyberbullying, recording/sharing content, inappropriate groups, academic malpractice	Level 2-4
Off-campus trips / events	Reputation, safeguarding and legal risk	Leaving group, defiance, misconduct, unsafe behaviour	Level 3-4
Washrooms / unsupervised zones	Safeguarding and privacy concerns	Vandalism, substance misuse, recording, harassment	Level 3-5

12. Restorative Practices, Consequences and Re-entry

- Restorative practices may include guided reflection, apology, restorative conversation, peer mediation, restitution, repair/replace action, community/classroom service, counselling or behaviour improvement plan.
- Restorative action does not erase the incident record and does not replace consequences in serious cases unless the school decides it is appropriate.
- Consequences may include warning, reflection task, seating/location change, activity restriction, restitution, detention/reflection time, stay-back with parent intimation, behaviour contract, in-school suspension, external suspension, transport restriction, removal from leadership role, removal from trip/event, probation, re-entry plan or recommendation for withdrawal/expulsion as per due process.
- After serious incidents, the student may return through a documented re-entry plan that includes expectations, support, monitoring and review dates.

13. Student Leadership Roles

Students holding Student Council or other leadership positions are expected to model exemplary behaviour. A student leader involved in Level 4/5 misconduct, repeated Level 3 misconduct, severe bullying, academic dishonesty or any conduct that undermines trust may be suspended from or removed from the leadership role after review by the School Administration, Programme Coordinator and/or Discipline Committee.

14. Parent-School Partnership

- Parents are expected to ensure punctual and regular attendance, reinforce school expectations, support completion of academic and corrective actions, attend meetings when requested and communicate proactively with the school.
- Parents are expected not to pressurise staff, other students or families during disciplinary investigation. Concerns must be routed through official school communication channels.
- Failure to cooperate with safety, attendance, safeguarding or disciplinary processes may be recorded and may affect the school's ability to support the student effectively.

15. Documentation, Confidentiality and Records

- All significant disciplinary incidents will be documented appropriately through logs, incident reports, communication records, evidence summaries, meeting minutes or case files as applicable.
- Incident reports are confidential internal school records and will be shared only with relevant school staff, parents/guardians and authorities where required by law or safeguarding protocol.
- The school will maintain dignity and confidentiality while balancing the need to protect safety, wellbeing and due process.
- Records may be used to identify patterns, plan interventions, make promotion/participation decisions, determine leadership eligibility and support future disciplinary decisions. Disciplinary records may inform support, safety planning, participation eligibility and academic review; however, promotion, retention, placement, external registration or certificate decisions will be made under the applicable promotion policy.

16. Final Authority and Review

The Head of School, in consultation with relevant Coordinators and Management where required, has the final authority to interpret and implement this policy. The school reserves the right to take decisions in the best interest of student safety, learning, wellbeing, school order and applicable legal/regulatory requirements. The final decision rests with the Head of School after review of available evidence, applicable policy, student wellbeing, programme requirements and due process.

This policy will be reviewed annually or whenever required due to changes in school procedures, IB expectations, safeguarding requirements, attendance regulations or applicable law.

Appendix A: Student Incident Report Template

This template is a confidential school record to be completed factually and objectively. It may be used with reparatory/restorative action and follow-up planning.

1. Basic Information

Field	Details
Date	_____
Time	_____
Location	_____

2. Student Details

Field	Details
Name	_____
Grade/Section	_____
Admission No.	_____

3. Reporting Staff

Field	Details
Name	_____
Designation	_____

4.Type of Incident

- ☐ Disruptive behaviour ☐ Bullying ☐ Physical conflict ☐ Verbal misconduct ☐ Property damage ☐ Safety issue ☐ Academic dishonesty / assessment concern ☐ Attendance / punctuality concern ☐ Device / digital misconduct ☐ Other: _____

Note: Academic assessment concerns must also be referred to the Assessment Policy. Plagiarism, collusion, AI misuse or academic honesty concerns must also be referred to the Academic Honesty Policy.

5.Description of Incident (Factual)

What happened? Include date, time, location, factual observations, immediate safety concerns and evidence available.

6.Individuals Involved / Witnesses

Name	Role	Class/Section
Name	Role	Class/Section

7. Immediate Action Taken

- ☐ Verbal warning ☐ Separation ☐ First aid ☐ Informed Coordinator ☐ Parent informed
- ☐ ☐ Coordinator referral Other: _____

Details: _____

8.Student Reflection (Restorative)

What happened? _____

What were you thinking/feeling? _____

Who was affected? _____

What needs to happen now? _____

9. Reparatory / Restorative Activity

Type: ☐ Verbal apology ☐ Written apology ☐ Restorative conversation ☐ Peer mediation ☐

Community/classroom service

☐ Repair/replace item ☐ Reflection sheet ☐ Other: _____

Details: _____

Timeline: _____ Support Required: ☐ Teacher ☐ Counsellor ☐ Peer

☐ Parent Completion Status: ☐ Completed ☐ Partially completed ☐ Not completed

10. Follow-Up Action

Action decided / review date / re-entry plan if applicable: _____

11. Parent Communication

Date: _____ Mode: ☐ Call ☐ Email ☐ Meeting ☐

Written notice Summary:

12. Signatures

Role	Signature / Date
Student	Signature: _____ Date: _____
Teacher / Reporting Staff	Signature: _____ Date: _____
Coordinator	Signature: _____ Date: _____
Head of School (where required)	Signature: _____ Date: _____

Approved by: Head of School

Applicable from: Academic Year

2026-27 Next review date: May 2027



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