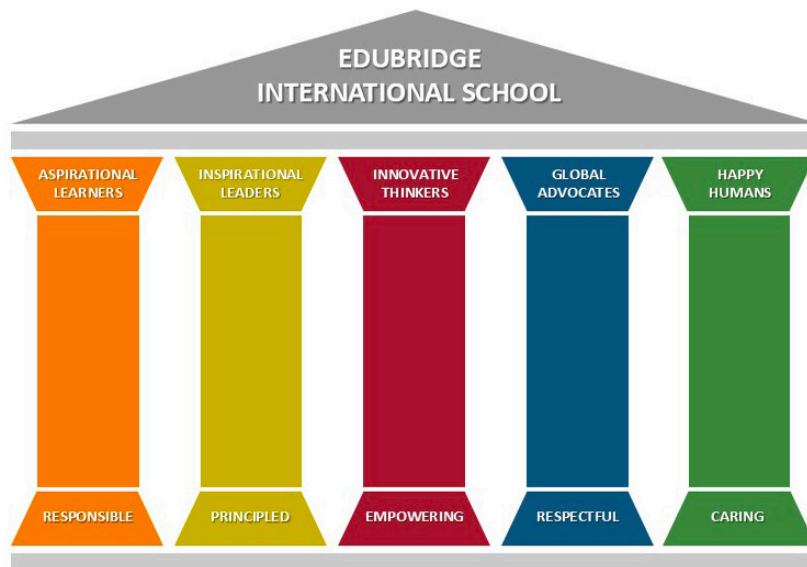




EIS Charter of Student Rights 2023-24



GUIDING STATEMENTS

Our Guiding Statements are central to everything we do. That is to say, we use them as a compass to inform our aspirations, actions and decisions.

EIS Vision

Aspirational Learners
Inspirational Leaders
Innovative Thinkers
Global Advocates
Happy Humans

EIS Mission

*Providing well-being
and high-quality learning
in pursuit of varied success
and a better world for all*

EIS Core Values

Empowering
Caring
Principled
Respectful
Responsible



INTRODUCTION

Edubridge International School commits to placing the rights of the child as its highest concern. Since child rights violations hurt students so deeply, we have made every effort to articulate our charter of student rights in clear, concise, and readily understandable language. Our student rights standards are framed as statements under each of the EIS Core Values: Caring, Empowering, Principled, Respectful, and Responsible. All EIS Staff are committed to making every reasonable effort to uphold these standards, which are referred to in the [EIS Student Wellbeing Manual](#).





* Throughout this document, "Staff" refers to all EIS employees including teachers, school leaders, auxiliary staff and contracted workers.

EMPOWERING

EIS COMMITS TO GIVING LEARNERS VOICE, CHOICE & OWNERSHIP IN AGE-APPROPRIATE WAYS





ALL EIS STUDENTS HAVE THE RIGHT TO:

Voice






-  Contact parents at any time for any valid reason* (under the supervision of school counsellors)
-  Discuss any graded submission with their teacher
-  Respectfully ask teachers and school leaders to explain their decisions
-  Feel safe asking questions, stating opinions, making suggestions, and offering constructive feedback to Staff - in a respectful manner and based on EIS Core Values

*During emergency situations, for safety purposes, the school may not allow students to call to ensure effective communication with parents (i.e., injuries, floods, natural calamities, etc.).

Choice

-  Be agents of their own learning, engaging in all stages of the inquiry cycle
-  Set their own learning goals and pursue their own personal interests
-  Be active, mobile, and interactive during lessons - as appropriate - with opportunities for play/break each day
-  Join, organise, or promote a student-led club to pursue their interests and develop talents

Ownership

-  Develop essential agreements with their teachers
-  Request deadline extensions in advance when there are valid reasons (for ex. sickness)
-  Suggest topics of interest within the curriculum
-  Have access to information on the school's policies and procedures
-  Have a say in matters and decisions affecting them, including the right to propose changes (via STUCO) to the EIS Charter of Student Rights and school policies affecting their well-being

CARING

EIS COMMITS TO PROVIDING THE HIGHEST STANDARDS OF CARE TO ALL LEARNERS

ALL EIS STUDENTS HAVE THE RIGHT TO:

A positive school environment

- 🐞 Learn in a clean, healthy, orderly, and aesthetically pleasing school
- 🐞 Receive plenty of positive social interaction, being accepted by all and excluded by none
- 🐞 Receive friendly, supportive, and non-pressuring language from all Staff in the school
- 🐞 Receive regular positive feedback on their academic progress and other forms of success
- 🐞 Contribute to a better world, through inquiry and service learning
- 🐞 Receive personalised learning support and/or Individualised Education Programmes (IEPs), as needed
- 🐞 Smooth, stress-free transitions into the school, through the school, and out of the school

A safe school environment

- 🐟 Be protected from physical harm, through effective supervision and risk mitigation
- 🐟 Be protected from emotional harm, including child abuse, as per the EIS Child Protection Policy
- 🐟 Receive health and well-being services, including socio-emotional counselling and immediate medical care
- 🐟 Feel comfortable sharing feelings and disclosing personal matters with any members of Staff
- 🐟 Feel confident reporting concerns to staff/parents, knowing that no adult will question them for doing so
- 🐟 Be trusted when reporting sensitive issues, including suicidal thoughts and allegations of harassment or abuse

PRINCIPLED

EIS COMMITS TO DOING THE RIGHT THING AT ALL TIMES

ALL EIS STUDENTS HAVE THE RIGHT TO:

Transparency

- ☞ Know the school's expectation of academic honesty as per the school's [Academic Integrity Policy](#)
- ☞ Know the school's expectations of behaviour and consequences for disciplinary offences (Eg. Phone and uniform Protocol, Academic Integrity, etc.)
- ☞ Know the school's grading formulas and calendar of summative assessments at the start of each semester
- ☞ Consult any record kept by the school containing their personal information, where appropriate, so long as the privacy rights of others are protected

Due process (when charged with a major disciplinary offence)

- ☞ Be willing to be questioned, but be free of harsh interrogation
- ☞ Explain themselves with parental representation
- ☞ Receive an explanation from the school establishing 'just cause'
- ☞ Receive relevant results of a thorough and fair fact-finding process
- ☞ Be presumed innocent unless there is clear, convincing and reliable evidence to the contrary
- ☞ Receive fair disciplinary measures, in accordance with the [Student handbook](#) and the [EIS Behaviour Policy 10.0](#)

Fairness






- ☞ Receive the rubric before the graded assessment is given out, for inquiry-based learning
- ☞ Be rewarded for the academic progress they make (i.e., improvement should be factored into grading)
- ☞ Receive compassionate assessment practices during times of personal difficulty, to promote well-being
- ☞ Keep assessment results private, to minimise comparisons and competition between students
- ☞ Receive special accommodations on assessments, when appropriate, as per the [EIS Inclusive Education Policy](#)
- ☞ Receive valid summative assessments with clear instructions, fair achievement criteria, and good alignment with the covered curriculum and the desired learning outcomes, in accordance with the [EIS Assessment Policy](#)

RESPECTFUL




EIS COMMITS TO RESPECTING EVERY KIND OF LEARNER

ALL EIS STUDENTS HAVE THE RIGHT TO:





Dignity

-  Be unique and feel comfortable being themselves
-  Be happy at school - free of admonishment, ridicule, humiliation, harassment, bullying and unkindness of any kind
-  Be proud of their identities – personal beliefs, cultural heritage, ethnicity, language, sexuality, religion, and nationality
-  Make mistakes and learn from them, without being criticised
-  Feel equal - free of discrimination on the basis of religion, colour, gender, orientation, disability, status, or any other grounds (exclusion or preference based on academic or physical requirements established in good faith is deemed non-discriminatory).

Privacy

-  Maintain personal space, free of unwanted touching
-  Decide whether or not the school can post their names, photos, and other personal information online
-  Confidentiality, unless there is a risk of harm to self or others

Courtesy




-  Make progress in learning without unhelpful external pressure
-  Receive timely feedback on their academic work that is clear and actionable
-  Have their complaints be heard and addressed in a timely and professional manner
-  Receive calm, courteous, measured, consistent, fair, and non-judgmental reactions from Staff when they have erred

RESPONSIBLE




EIS COMMITS TO ENSURING THE SAFETY AND WELL-BEING OF ALL LEARNERS IN THE SCHOOL

ALL EIS STUDENTS HAVE THE RIGHT TO:

Quality service

-  Receive high-quality learning and optimal challenge
-  Obtain high-quality university and career counselling
-  Receive expert advice for making informed decisions about MYP & DP course selection - including course descriptions, pre-requisites, availability of subjects, and required materials.

Information

-  Be informed of the grading system/calendar of summative assessments at the start of each subject
-  Be informed of their current academic standing
-  Be informed of the school's expectations of behaviour and consequences for disciplinary offences

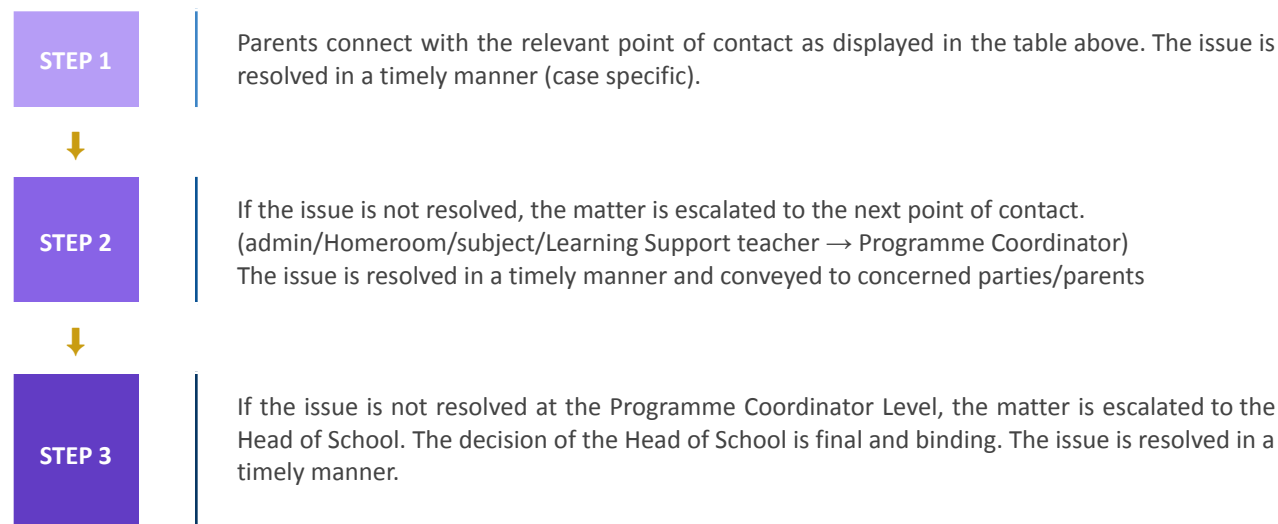
IF STUDENTS HAVE A CONCERN, THEY CAN FOLLOW THE BELOW PROTOCOL FOR REPORTING A COMPLAINTS / CONCERN:

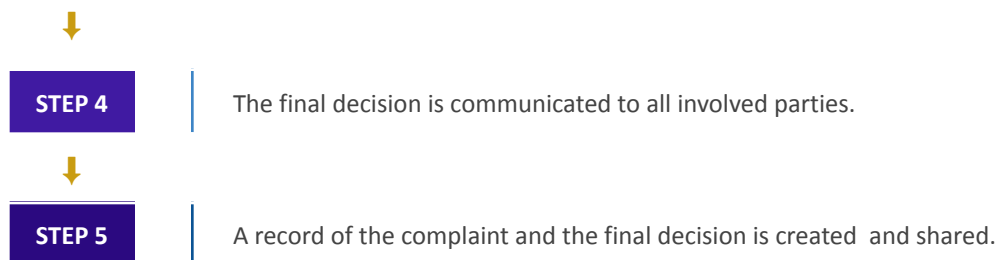
Students will contact the following personnel in these situations:

Point of Contact	Concerns/Complaints
transport@edubridgeschool.org meals@edubridgeschool.org idcard@edubridgeschool.org	<ul style="list-style-type: none">• Transport, early/late dispersal• Lunch/Coupons• ID card
headofschool@edubridgeschool.org	<ul style="list-style-type: none">• Urgent/Unresolved matters
Respective Homeroom teacher	<ul style="list-style-type: none">• Absence/tardiness• Academic queries• Behaviour/class concerns• Class dynamics
Respective Programme Coordinator	<ul style="list-style-type: none">• Academic complaints*• Teaching and learning concerns*• Extended leave or leave during school events

	<ul style="list-style-type: none"> ● Subject choices, University applications ● Appeal for results/grading* ● Non resolution of any issues ● Student representative/STUCO concerns* <p><i>* The PC is to be approached if unresolved after a discussion with the concerned subject teacher</i></p>
Respective School Counsellor	<ul style="list-style-type: none"> ● Confidential issues ● Conveying family issues ● Behaviour/socioemotional issues such as bullying
Child protection officer	<ul style="list-style-type: none"> ● Confidential issues ● Safety ● Harassment of any form
Health and Safety Manager hsm@edubridgeschool.org	<ul style="list-style-type: none"> ● Administration of medicine ● Update on medical conditions ● Doctor's certificate in case of leave ● Safety while on the bus, trips, etc.
Respective Subject Teachers	<ul style="list-style-type: none"> ● Concerns relating to individual subjects ● Performance in exams and assessments ● Missed assessments/classwork
University Guidance Counselor (unicounselor@edubridgeschool.org)	<ul style="list-style-type: none"> ● Queries about University admissions ● Decisions about appropriate DP subject choices ● University Application timeline

PROCEDURE FOR RESOLVING COMPLAINTS AND CONCERNS





Works Cited

UNICEF. (N.D.) Convention on the Rights of the Child: People and Partners. Retrieved from <http://www.unicef.org/rightsite/index.html>

United Nations. (1989). *United Nations Convention on the Rights of the Child*. Retrieved from <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

United Nations. (2009). Convention on the Rights of the Child: Committee on the Rights of the Child General Comment No. 2 - The right of the child to be heard. Retrieved from <http://www.coe.int/t/dg3/children/participation/CRC-C-GC-12.pdf>

Period of Review: August 2022 - August 2023

Name of the Reviewer	Role
Mr. John Soans	EYP & PYP Specialist (Music)
Ms. Kanchan Lohakare	PYP & MYP Specialist (PE)
Mr. Pratik Shome	MYP & DP Teacher
Ms. Aayushi Shah	EYP Teacher
Mr. Vikas Salunke	MYP & DP Lab Assistant
Ms. Crystal Arroll	PYP Teacher
Ms. Apeksha Trivady	Whole School Socio emotional counsellor and DP Teacher
Ms. Aditi Khanna	Whole School Socio-Emotional Counsellor & Learning Support Teacher
Ms. Lajya Nayak	Whole School Socio emotional counsellor
Ms. Sunita Agarwal	Well Being Coordinator
Ms. Chhavi Tibrewal	Learning Support Teacher
Ms. Rabab Bohra	Learning Support Teacher

Ms.Aisha Mistry	Learning Support and MYP Teacher
Parent Advisory Committee (PAC) and parent volunteers	Parents from PAC and other parent volunteers
Extended Leadership team	All Coordinators, Head of School
Members of the Board	Co-founder, Director

