



Dr. C.G. English School: Rules and Regulations

At Dr. C.G. English School, we believe that a well-disciplined and respectful environment lays the foundation for excellence in learning and personal growth. The following rules are designed to guide students in becoming responsible, respectful, and community-oriented individuals.

1. Uniform and Personal Appearance

- Students must wear the complete school uniform every day. This reflects discipline, unity, and pride in being part of our school community.
- Uniforms should be:
 - Neatly **washed and ironed** every day.
 - Properly **fitted and worn with dignity**.
- Boys must wear formal, full-length trousers not jeans or casual wear with properly **polished black shoes**.
- All students must ensure:
 - **Clean collars** and **well-ironed shirts**.
 - **Tidy grooming**—hair should be combed neatly; nails should be trimmed.
- Consequences will be imposed by the school in case of non compliance.

2. Punctuality and Attendance

- Students are expected to be present **on the school campus by 7:55 AM** sharp.





- The first bell rings at 7:55 AM; attendance is recorded at 8:00 AM.
- Any **entry after 7:55 AM** will be considered late and will lead to consequences, which may include:
 - A verbal or written warning.
 - Consequences as decided by the school for repeated delays.
 - Intimation to parents in case of habitual tardiness.
- Students must maintain a minimum **attendance of 85%** to be eligible for term-end assessments unless granted medical or special leave.

3. General Discipline

- Respect for **all staff members**, fellow students, visitors, and school authorities is non-negotiable.
- Students must:
 - Follow class, corridor, and assembly rules sincerely.
 - Refrain from using **foul language, disrespectful gestures, or bullying** of any kind.
 - Never leave the classroom or campus without the **written permission** of a teacher or the Head Office.
- Mobile phones, smartwatches, or other electronic gadgets are **not allowed** unless specifically permitted for educational purposes.
- Physical fights, misconduct on school premises, or disruption of any academic session will be dealt with seriously and may involve a written apology, parental involvement, counselling, or temporary suspension depending on the severity.

4. Responsibility Towards School Property





- Every student must treat school property with respect and care.
- This includes:
 - Not scribbling on desks or walls.
 - Avoiding damage to books, furniture, sports equipment, and digital infrastructure.
- Any **intentional damage** to school property will lead to:
 - A **written warning**.
 - Compensation or replacement of the damaged item.
 - Escalated disciplinary action for repeated offenses.
- Classrooms and corridors must be kept **clean and litter-free** at all times.

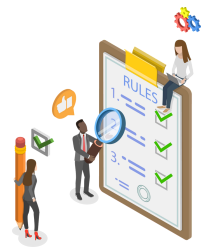
5. Use of School Resources

- Students are expected to use library books, lab equipment, and digital devices **responsibly and ethically**.
- Books borrowed from the library must be **returned on time and in good condition**.
- Misuse or mishandling of lab and IT resources can result in **temporary suspension of access privileges**.

6. Upholding School Values

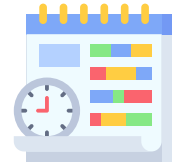
- All students must:
 - Stand respectfully during national and school anthems.
 - Participate actively and respectfully in school functions, clubs, and activities.
 - Display honesty, responsibility, and compassion both inside and outside the classroom.





These rules are designed to build a culture of **discipline, dignity, and care** at Dr. C.G. English School. We trust our students to uphold these values with pride and maturity, contributing to a school environment where everyone feels safe, respected, and inspired to grow.





Purpose of the Policy

At Dr. C.G. English School, regular attendance is essential to ensure academic success, emotional growth, and discipline in our students. This attendance policy is designed to foster responsibility, ensure continuity in learning, and maintain fairness in student evaluation. It is also aligned with Gujarat State Board requirements.

General Attendance Requirement

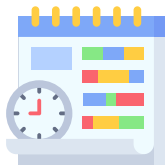
All students (Grades 1 to 12) must maintain a minimum of 85% attendance through the academic year.

Attendance includes presence in **classes, assemblies, exams, and school-organized events** unless formally exempted.

Consequences of Low Attendance

Attendance Percentage	Action Taken
Below 85% (all grades)	<ul style="list-style-type: none">- Additional remedial assignments.- Parent assignments and action plans.- Mandatory joint counseling (student + parent) with the leadership team.
Below 80% (without valid reason School reserves the right to initiate termination of admission.)	
Below 60% (Grades 10 & 12 & Must compulsorily appear in 3 pre-board exams before becoming eligible for final board exams	





Specific Rules for Grades 10 and 12

Attendance Range

Requirement

80% and above

Eligible for exams.

70% – 79%

Must complete **mandatory assignments** to be allowed to sit for board exams.

Below 70% (without valid medical/emergency reason)

Must appear for **3 pre-board exams** and receive clearance from the principal

New Process for Monitoring and Enforcement (Effective 2025–26)

To ensure better implementation, the following **monitoring and escalation structure** will be followed:

1. Daily Attendance Entry

All class and subject teachers must mark **daily attendance online** using the school's standard format before **10:30 AM**

2. Monthly Attendance Report

Teachers will prepare a **monthly list of students** with less than 85% attendance. This list will be **shared with parents on WhatsApp**, with communication recorded for school reference.

3. Enforcement Checkpoints: August, December, February

Teachers will identify students with **Chronic absenteeism**

They will :

Call parents and request a written explanation (signed by both student and parent).

Record all communication and submit it to the school leadership.

4. Disciplinary Escalation Process

If a student continues to be irregular despite warnings :

Step 1 : Show Cause Notice is issued

Original copy signed and thumb-impressed by parent retained in school.

Copy given to parents.

Step 2 : Final Warning Notice

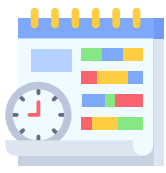
Clearly mentions risk of **termination of admission** and **disqualification from exams** if attendance does not improve.

Step 3 : If no improvement, the school reserves the right to :

Deny permission for final exams, and/or

Terminate admission, in line with Gujarat Board and institutional norms





5. Attendance During Examinations

To maintain fairness, discipline, and academic integrity, the following norms regarding **student attendance during examinations** shall be strictly enforced:

5.1 Compulsory Full-Day Attendance

During any **school-conducted examination** (Formative, Summative, Unit Test, Term Exam, Pre- Board, or Final Exam), **students are required to remain present for the entire duration of the school day**, not just for the exam hour.

Partial attendance (e.g., arriving only for the exam or leaving immediately afterward) will be marked as **absent for the day** unless officially approved by the Principal in advance.

5.2 No Re-Examinations for Absentees

Students who **remain absent on the day of the exam**, regardless of reason, regardless of reason, will **not be allowed a re-exam or retest**

This rule applies to all grades and all internal assessments and term exams conducted by the school.

5.3 Exceptional Circumstances

Re-examinations will only be considered under **documented exceptional circumstances**, which include:

Severe Health Condition

A student must submit a **medical certificate issued by a registered doctor** affiliated with a **government or government-recognizes hospital**

The certificate must include diagnosis, prescribed rest period, and doctor's registration number.

Bereavement in Immediate Family

In the unfortunate event of the sudden demise of a parent, grandparent, or sibling, the parent/guardian must inform the school promptly as early as possible.

Please note:

The decision to allow a re-exam in such cases shall be made solely at the **discretion of the Principal**, in consultation with the Incharge Operations. Documentation must be submitted within **three working days** of the student's return to school.



5.4 Misuse of Exceptions

Any attempt to **misuse or forge documents** to gain re-exam opportunities will lead to **disciplinary action**, including possible **disqualification from the exam** or **suspension**.

Parent Responsibility and Cooperation

Parents are expected to:

Ensure their child arrives on time and attends school regularly.

Inform the class teacher in advance of any long absences.

Cooperate during monthly updates and respond promptly to teacher communication.

Submit written justifications for any prolonged or unexplained absence.

Note

Regular attendance is not a formality but a reflection of commitment to learning. This policy aims to instill this value in every student while ensuring fairness in assessments. We request all parents and students to cooperate fully with this policy for a smoother, more enriching academic journey.



Introduction

This policy outlines the guidelines for student promotion to the next grade level. Our primary goal is to ensure consistent academic progress and success for all students. We believe in providing a supportive and encouraging environment that fosters learning and growth.

Grades 1-8:

● **Assessment and Evaluation:**

- Students are expected to participate in all school assessments, including four formative assessments and summative assessments.
- We understand that unforeseen circumstances may arise. In cases of severe illness or emergencies, alternative arrangements can be made with prior permission from the school administration.
- Throughout the year, students will be evaluated based on their performance in various activities and assessments.
- Their final result will be a cumulative reflection of their overall progress.
- Additionally, students' performance will be documented using the Student Vision Scale, which provides valuable insights into their academic and personal development. This feedback will be reflected in their annual report cards.

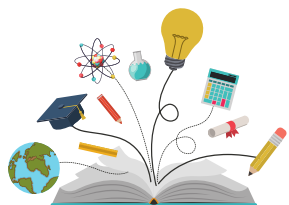
● **Promotion Criteria:**

- To be promoted to the next grade, students must score at least 33% marks.
- If a student scores below 33% but has an attendance above 80%, they may be promoted with the principal's and class teacher's grace marks. If a student is short by just 10-15 marks, these grace marks can help them pass.
- If a student scores below 25% and has an attendance below 80%, they will need to appear for re-exams in all subjects where they scored less than 25%.

Grades 9 and 11:

● **Attendance and Performance:**

- Regular attendance is crucial for academic success. Students are expected to maintain an attendance record of at least 80% throughout the year





○ Similar to Grades 1-8, student progress will be tracked through various assessments such as unit tests and summative exams. Each assessment will contribute to their final grades, which will be clearly shown in their marksheets.

● **Promotion Criteria:**

○ To be promoted, students must achieve a minimum of 33% marks in their final year-end assessments.

○ Students who fail to achieve the minimum requirement will be offered re examinations. They will have the opportunity to retake exams until they successfully obtain the passing grade of 33%.

○ Only upon achieving the passing marks will they be promoted to the next grade.

○ Our aim is to support all students in achieving their academic goals. We will provide additional resources and assistance to students struggling to meet the minimum requirements.

Additional Support:

We recognize that every student learns differently and may require additional support at various points. We are committed to providing a nurturing environment that caters to individual needs. Teachers will provide targeted support and resources to ensure each student reaches their full potential.

Communication and Collaboration:

We believe in open communication with parents and guardians. Your role is vital in supporting your child's academic journey. We encourage regular communication with teachers to stay updated on your child's progress and address any concerns promptly.

Conclusion:

This policy aims to strike a balance between setting clear expectations and fostering a positive learning environment for all students. We believe in celebrating each student's achievements and offering the necessary support to help them overcome challenges.





Partnering with Respect: A Parent Conduct & Engagement Policy

1. Purpose of the Policy

At our school we uphold the belief that education is a collaborative effort between parents and educators. This policy outlines the expected standards of behaviour for parents and guardians when interacting with school staff, especially teachers. Its purpose is to foster a safe, respectful, and professional learning environment for all.

2. Rationale

This policy is grounded in the universal principles of mutual respect, safety, and professional communication. As a school community, we believe that the foundation of a child's learning journey is a strong and respectful partnership between parents and educators. When parents and teachers interact with trust and professionalism, it creates a safe, supportive environment where children can thrive.

Our goal is to nurture a culture where every conversation—whether about celebration, concern, or collaboration—is conducted with empathy, dignity, and purpose. This policy outlines clear expectations to ensure that all interactions are aligned with the values we collectively uphold.

3. Core Principles

- Teachers deserve respect, trust, and professional courtesy in all interactions.
- Concerns should be shared constructively and through designated communication channels
- Parents and school staff are equal partners in the child's growth journey.
- Professionalism must be maintained in all engagements—verbal, written, or physical.





4. Communication Protocol

To ensure effective resolution of concerns :

Step 1: Class Teacher

- Parents must first approach the class teacher for any concern.
- Written communication is preferred (via note, message, or email) but not mandatory.

Step 2: Lead Teacher

- If the issue persists, parents may approach the lead teacher.
- Again, written communication is preferred.

Step 3: Principal

- If still unresolved, the concern may be brought to the Principal.
- However, this should be done after the previous steps, unless it is an emergency.

In Urgent Situations:

- Parents may directly approach the Principal only if the matter is critical.
- A written application is mandatory for such cases. No oral grievances will be heard unless prior steps have been attempted or the issue is urgent and documented.

5. Expected Parent Conduct

Parents are expected to:

- Speak respectfully to all staff—teachers, peons, clerks, and leadership.
- Avoid raising voices, blaming, or intimidating anyone.
- Honour scheduled meetings and school timings.
- Seek clarifications before making assumptions.





- Maintain a calm and professional tone, even in disagreement.
- Follow proper grievance channels rather than going directly to the top.
- Use civil language in digital or social media communication about school staff.
- Respect school premises and systems at all times.

6. Unacceptable Behaviour

The following behaviours are strictly prohibited:

- Shouting or aggressive language.
- Threatening or intimidating any staff member.
- Bypassing protocols without valid reason.
- Publicly creating scenes or disrupting classes/events.
- Recording conversations without consent.
- Defaming school staff online or offline.
- Refusing to cooperate with redressal processes.

7. Consequences of Misconduct

Level	Type of Behaviour	Consequences
Level 1	Disrespectful tone, disruption	Verbal warning and internal record
Level 2	Shouting, repeated protocol violations	Written warning and restricted access
Level 3	Threats, defamation, public confrontation	Disciplinary meeting, temporary student suspension
Level 4	Harassment, physical intimidation	Expulsion of student, legal complaint, police involvement





All consequences will be proportionate to the severity of the incident, and due process will be followed.

8. School's Commitment

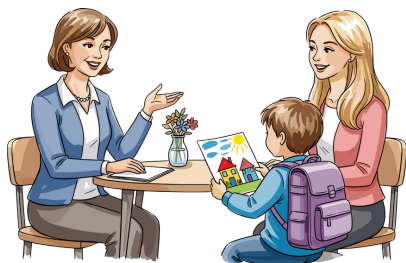
The school promises:

- To handle all grievances fairly, transparently, and promptly.
- To listen with empathy and openness.
- To protect its staff while remaining student-focused.
- To treat all parents respectfully, without bias.

9. Message to Parents

We thank the overwhelming majority of our parents for their continued respect, care, and trust. This policy is not meant to alienate but to protect a culture of dignity for our educators.

Let us together create a school climate where professionalism and empathy guide all interactions, setting a living example for our children to follow.





Dr. C.G. English School Student Behaviour Policy: A Restorative and Growth-Oriented Approach Effective Academic Year 2025–26

1. Vision and Purpose

Dr. C.G. English School is committed to nurturing not just academic excellence but also the holistic growth of every child. We believe that children thrive when they are treated as individuals with strengths, not just as rule-followers. Our **behaviour policy** aims to:

- Promote respectful and responsible student behaviour.
- Guide students through their mistakes using **restorative and developmental approaches**,
- Provide structured opportunities for repair, reflection, and growth,
- Involve families and support systems meaningfully,
- Use **professional counselling and mentorship** to address deeper concerns.

2. Core Principles

This policy is based on the following core values:

- **Asset-Based Mindset:** Every child has strengths and potential, even when they make mistakes.
- **Restorative Practices:** The goal of discipline is not punishment, but to repair harm and rebuild relationships.
- **Fair Process:** All students have a right to be heard, understood, and supported.
- **Family Partnership :** Parents are partners in behavioural development and recovery
- **Last-Resort-Expulsion :** Removal from school is only considered after all support mechanisms have failed.





3. Expected Student Conduct

Students are expected to:

- Treat all individuals with respect and dignity.
- Follow classroom norms and school rules.
- Take responsibility for their actions and choices.
- Care for school property and shared spaces.
- Resolve conflicts peacefully and seek help when needed.
- Attend school regularly and be prepared to learn.

4. Types of Misconduct

Level	Type	Examples
Level 1 : Correctable Habits	Low-impact, often first-time	Not following instructions, incomplete homework, talking out of turn
Level 2 : Disruptive Behaviour	Repeated or moderately disruptive	Arguing with teachers, disturbing class, refusal to participate, name-calling
Level 3 : Harmful Behaviour	Impact others' emotional/ physical safety	Bullying, intentional exculsion, verbal abuse, minor property damage
Level 4 : Severe Behaviour	Dangerous, unlawful, or repeated harmful acts	Fighting, serious threats, physical assault, repeated theft, gross defiance, substance use

5. Behaviour Escalation Framework (Restorative Path)

● Stage 1: Reflection and Redirection

- **Who Acts** : Class Teacher or Subject Teacher
- **Response** : Calm 1:1 conversation using a **restorative approach** (e.g., “What happened?”, “Who was affected?” , “What can you do differently next time?”)
 - Student completes a **Reflection Form**
 - Opportunity given to repair harm (apologize, fix broken item, help peer, etc.)





● Stage 2: Support and Partnership

- **Who Acts** : Class Teacher
- **Response** : Behaviour incident is recorded.
 - Student receives **positive behaviour coaching**
 - Teacher communicates the incident with the parent (via call/meeting).
 - Student is paired with a **Peer Buddy or Mentor Teacher** for guidance.

● Stage 3: Structured Intervention

- **Who Acts** : School Leadership + Counsellor + Parent
- **Response** : Formal meeting held with parents and student.
- Individual Behaviour Plan (IBP)** is developed with goals, timelines, and supports.
- Weekly check-ins and progress review.**
- Student may be assigned a short-term restorative duty (library help, classroom clean-up, etc.) related to the impact of their behaviour.
- Counselling sessions** initiated (minimum 3 sessions).

● Stage 4: Final Warning and High-Need Support

- **Who Acts** : Principal + Counsellor
- **Response** : A **Final Behaviour Notice** is issued in writing.
 - Family and school discuss **external counselling or therapy support.**
 - Child may be placed on **conditional enrolment**, where continuation is based on agreed behaviour outcomes.
 - Any suspension, if absolutely necessary, is short-term (3-7 days), followed by reintegration and support.

6. Expulsion as Last Resort

Expulsion will only be considered when :

- All restorative and support-based measures have been exhausted.
- The child continues to pose a serious threat to the emotional/physical safety of others.
- There is no satisfactory response to multiple interventions, and the student/family refuses to engage





In such cases, the final decision will be made by the Principal, in consultation with the School Leadership Team. A detailed record of all interventions will be maintained.

7. Role of the Class Teacher and Leadership Team

- Conduct root-cause analysis of behavioural patterns.
- Engage in 1:1 or group counselling sessions.
- Liaise with external professionals if deeper psychological or family-related support is needed.
- Support teachers in applying classroom-based restorative strategies.

8. Communication and Documentation

- All stages of behavioural escalation will be documented using the school's Behaviour Incident Log and Restorative Action Tracker.
- Parents will be kept informed at every stage, and their voice will be included in decisionmaking.
- Confidentiality of all student records will be maintained.

9. Celebrating Behavioural Growth

- Students showing improvement in behaviour and attitude will be acknowledged through:
 - Personalised praise or notes
 - Behaviour Hero Wall
 - Mentor shoutouts
 - Classroom leadership opportunities

10. Final Note

Our aim is not to control students through fear, but to build young individuals who are responsible, empathetic, and self-aware. With patience, partnership, and strong support systems, we believe every student can grow into their best self.



Annexure

1. Student Reflection Form

Purpose: Encourage students to introspect and take responsibility for their actions.

Template:

- **Student Name:** _____
- **Grade:** _____
- **Date:** _____
- **Teacher:** _____

Reflection Questions:

1. What happened?

Describe the incident in your own words.

2. What were you thinking at the time?

Share your thoughts during the incident.

3. Who was affected by your actions? How?

Consider peers, teachers, and yourself.

4. How do you feel about the incident now?

Express your current feelings.

5. What could you have done differently?

Identify alternative actions.

6. What will you do to make things right?

Plan steps to repair any harm caused.

Student

Signature: _____

Teacher Comments: _____

2. Behaviour Incident Log

Purpose: Document behavioural incidents systematically for monitoring and intervention.

Template:

- **Date & Time:** _____
- **Student Name:** _____
- **Grade:** _____
- **Location of Incident:** _____
- **Description of Incident:**
Provide a factual account of the behaviour.
- **Immediate Response Taken:**
E.g., Verbal warning, time-out, etc.
- **Parent/Guardian Contacted:** Yes No
If yes, specify mode: Call Message Meeting
- **Follow-up Actions Planned:**
E.g., Counselling referral, behaviour plan.
- **Reported By (Name & Signature):** _____

3. Individual Behaviour Plan (IBP)

Purpose: Develop a personalized plan to support students exhibiting ongoing behavioural challenges.

Template:

- **Student Name:** _____
- **Grade:** _____
- **Date of Plan Initiation:** _____
- **Review Date:** _____

Identified Behavioural Concerns:

- _____

Student Strengths:

- _____

Goals:

1. _____
2. _____

Strategies & Support:

- E.g., Regular check-ins, mentorship, seating arrangements.

Monitoring & Evaluation:

- Specify frequency and responsible personnel.

Signatures:

- **Student:** _____

● Parent/Guardian: _____

● Teacher: _____

● Counsellor: _____

4. Restorative Conversation Guide

Purpose: Facilitate meaningful dialogues to address and resolve conflicts.

Guiding Questions:

1. Can you describe what happened?
2. What were you thinking and feeling at the time?
3. Who has been affected by what you did?
4. In what way have they been affected?
5. What do you think you need to do to make things right?

Use these questions to guide a calm and respectful conversation.

5. Parent Meeting Record

Purpose: Maintain records of discussions with parents regarding student behaviour.

Template:

- **Date of Meeting:** _____
- **Student Name:** _____
- **Grade:** _____
- **Attendees:**
 - Parent/Guardian: _____
 - Teacher: _____
 - Counsellor/Coordinator: _____

Discussion Summary:

- Outline key points discussed.

Agreed Actions:

- List steps to be taken by the student, school, and parents.

Next Review Date: _____

Signatures:

- **Parent/Guardian:** _____
- **Teacher:** _____
- **Counsellor/Coordinator:** _____

6. Final Behaviour Notice

Purpose: Issue a formal warning after multiple interventions have not led to improvement.

Template:

Date: _____

To: [Parent/Guardian Name]

Subject: Final Behaviour Notice for [Student Name], Grade: _____

Dear [Parent/Guardian],

Despite previous interventions and support, [Student Name] has continued to exhibit behaviours that disrupt the learning environment. This letter serves as a final notice. Failure to demonstrate immediate and sustained improvement may result in further consequences, including suspension or expulsion.

We urge your cooperation in addressing this matter seriously.

Sincerely,

[Principal's Name]

Principal, Dr. C.G. English School

Acknowledgment:

I, [Parent/Guardian Name], acknowledge receipt of this notice and understand its implications.

Signature: _____

Date: _____

7. Counselling Referral Form

Purpose: Refer students for professional counselling support.

Template:

- **Date of Referral:** _____
- **Student Name:** _____
- **Grade:** _____
- **Referring Staff Member:** _____

Reason for Referral:

- E.g., Emotional distress, behavioural issues, academic concerns.

Observations:

- Provide specific examples.

Parent/Guardian Contacted: Yes No

Consent Obtained: Yes No

Assigned Counsellor: _____

Initial Appointment Date: _____

8. Restorative Duty Assignment Sheet

Purpose: Assign tasks that allow students to make amends and learn from their actions.

Template:

● **Student Name:** _____

● **Grade:** _____

● **Date Assigned:** _____

● **Assigned Task:**

E.g., Assisting in the library, helping with classroom organization.

Duration: _____

Supervisor: _____

Completion Date: _____

Supervisor's Comments: _____

Student Reflection:

- What did you learn from this experience?

Student Signature: _____

9. Behaviour Policy Poster (Classroom Display)

Title: "Our Path to Positive Behaviour"

Content:

1. **Reflect:** Think about your actions.
2. **Talk:** Engage in open conversations.
3. **Repair:** Make amends where needed.
4. **Grow:** Learn and improve continuously.

Visual aids and student-friendly language can enhance understanding.

10. Parent Guide to Restorative Behaviour Policy

Title: "Partnering for Positive Behaviour"

Content:

- **Our Approach:** Emphasizing growth and understanding over punishment.
- **Your Role:** Collaborate with us to support your child's development.
- **Communication:** Stay informed and involved through regular updates.
- **Support:** Access to counselling and resources for holistic growth.