

One World International School, Whitefield •

PARENT HANDBOOK

Academic Year 2025-2026



Index

Section 1- School Overview

Welcome Note	7
Purpose of this book	8
One World International School (OWIS) and the Global Schools Group (GSG)	9
Local Commitment, Global Perspective	10
Vision & Mission	11
Core Values at OWIS Whitefield	12

Section 2- School Operations

Contact Directory	14
Annual School Calendar	15
School Timings	16
Attendance Policy	17
Attendance Expectations	18
Notification Guidelines for Early Departure	21
Emergency Situations	22
Homework	23
School Uniform	24
General Appearance Expectations	25
Homeroom	27
Field Trips & Service as Action Experiences	28
Support & Shared Responsibility	29
Field Trip & Procedure	30

Index

Section 2- School Operations

Medical Policy while planning Field Trips	34
Security	35
Cafeteria	36
Telephone usage	37
Personal Computers/Laptops usage	38
Authorised Users & Wi-Fi access	39
OWIS Position on Academic Honesty	40
School Holidays and Competitions	41
After School Activities Programme (ASA)	42
Transport and Logistical Guidelines	44
Fees Policy	45
School House System	46
Medical/First Aid	47
Bully-free & Compassionate Community	48
Communication between School & Home	49
Mutual Respect Policy & Parent Meeting	50
Assessment of Student Understanding	51
Reports	52
SLC/3-way conferences	53
Student's Complaints & Grieviences	54

Index

Section 3- Academic Programmes

Middle Year Programme (MYP)	54
About MYP Assessments	55
Examinations	56
Examination Rescheduling Policy	57
Criterion-based Assessment	58
Subject Overview- Language & Literature	59
Subject Overview- Language Acquisition	60
Subject Overview- Science	61
Subject Overview- Mathematics	62
Subject Overview- Design	63
Subject Overview- Physical & Health Education (PHE)	64
Subject Overview- Visual Arts	65
Academic Integrity	67
CBSE Curriculum (Grade 10)	68
Parents, Teachers Engagement (PTE)	69



Index

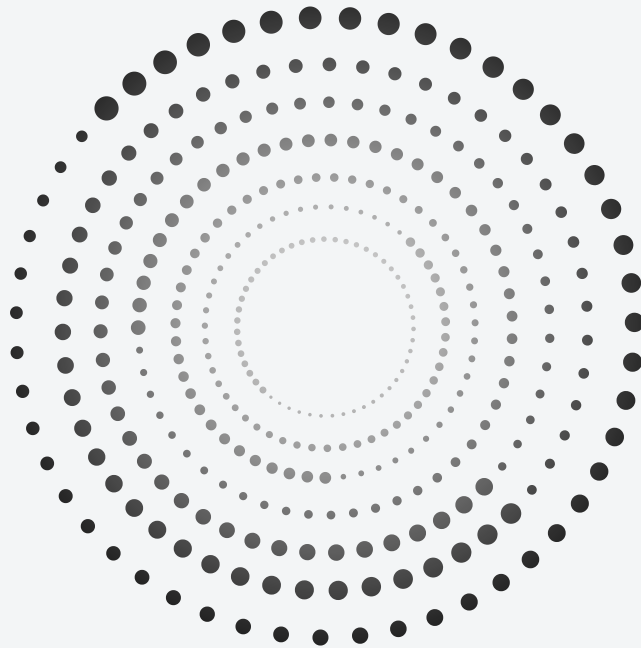
Section 4- Behavioral Policies

School Discipline Policy	73
Standards of Behavior	74
Counselling & Sen Support	77
Acknowledgement Page	79

The parent handbook must be read in conjunction with the student handbook

SECTION 1

SCHOOL OVERVIEW



Principal's Welcome Note

Welcome to the 2025–2026 academic year at One World International School, Whitefield. We are delighted to have you as part of our vibrant and diverse learning community. Now in our third year of running the MYP curriculum alongside the CBSE programme, we continue to grow together striving for excellence, embracing inquiry, and embodying the values of both educational frameworks.

This Parent Handbook serves as a comprehensive guide to the academic programmes, school policies, and expectations that define life at OWIS. It has been designed to support students and families as they navigate their journey with us, ensuring clarity, consistency, and alignment with our shared goals.

At OWIS, we are committed to nurturing well-rounded individuals in a safe, inclusive, and stimulating environment. Our dedicated faculty, robust curriculum, and emphasis on value driven learning empower students to succeed academically and thrive as compassionate global citizens. Strong communication and collaboration among students, parents, teachers, and staff are the foundations of this success.

We thank you for your continued partnership and look forward to working together to make this a rewarding and fulfilling year for every learner in our care.

Shylaja Salwan
Principal, OWIS Whitefield



Purpose of this Hand Book

This Handbook was developed to answer many of the commonly asked questions parents may have during the school year. This handbook contains information about student rights and responsibilities, parents and students are responsible for knowing its contents. Please take the time to become familiar with the following information and keep this Handbook available for your use, either electronically or by printing out a copy. It can be a valuable reference during the school year and a means to avoid confusion and misunderstandings when questions arise. The School reserves the right to interpret the content of this Handbook, including the rules and regulations governing the academic and non-academic conduct of students. This Handbook is not a contract, nor is it intended to be so construed. OWIS Whitefield reserves the right to modify and/or amend the content of this Handbook at any time during the year. If any written modification or amendment is made to this Handbook, a copy of such modification or amendment will be distributed to students and parents.

If you have any questions about the Handbook or any of its policies, please contact the following contacts

Principal - principal.blr-whitefield@owis.org

MYP Coordinator - mypc-whitefield@owis.org

CBSE Coordinator - namita.chaly@owis.org

One World International School (OWIS) and the Global Schools Group (GSG)



OWIS is proud to be part of the Global Schools Group (GSG), a dynamic educational network comprising 66 campuses across 11 countries, serving more than 70,000 students from over 70 nationalities. GSG is committed to delivering high-quality education that fosters academic excellence, character development, and global citizenship.

As the mainstream international brand within GSG, OWIS offers globally benchmarked education, designed to open pathways for students into post-secondary opportunities worldwide. With 10 campuses across 5 countries – and expanding rapidly – OWIS stands for accessible, world-class education rooted in international standards.

In Bangalore, OWIS operates two campuses and is proud to contribute to the city's vibrant educational landscape. Our presence in Bangalore reflects our strong expertise in international curricula and our commitment to delivering an exceptional, future-focused learning experience.

Local Commitment, Global Perspective

At OWIS, we believe that meaningful education must be anchored in shared values and a deep understanding of community needs.

Every OWIS campus is built on the core principles of kindness, collaboration, and empowerment – values that guide our students to become responsible, globally minded citizens.

While the overarching philosophy of OWIS remains consistent across all campuses, each school also engages thoughtfully with its local cultural, social, economic, and linguistic context. This balance ensures that every OWIS campus not only maintains global standards but also serves the unique needs of its immediate community, making each school a vibrant and relevant centre of learning.

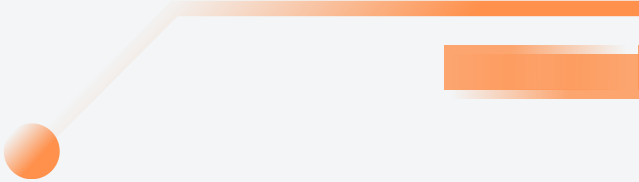


Vision of OWIS Whitefield

Our vision is to become the leading IB School in the country. We aim to offer exceptional and accessible education to all, with an emphasis on values, collaboration, creativity, and service to others.

Mission of OWIS Whitefield

To develop inquiring, compassionate, reflective lifelong learners who respect all cultures and care for our world. We believe every child should have equitable access to best-in-class future-proofed education.



The MYP and CBSE Curriculums draw for the Mission and Vision to encourage students to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right. Our goal is to create well-rounded individuals with the knowledge, skills, and attitudes needed to thrive in a globalized world.

Core Values at OWIS Whitefield



Celebration of Cultural Diversity:

We honour and respect all cultures, beliefs, and traditions, nurturing international-mindedness and inclusion in every learner.



Curiosity and Lifelong Inquiry:

We foster a spirit of curiosity, reflection, and continuous learning to empower students to question, explore, and grow beyond boundaries.



Integrity and Ownership:

We uphold honesty, ethical behavior, and personal accountability in both academic and social contexts.



Community Engagement and Service:

We inspire action beyond the classroom by encouraging meaningful service and responsibility toward local and global communities.

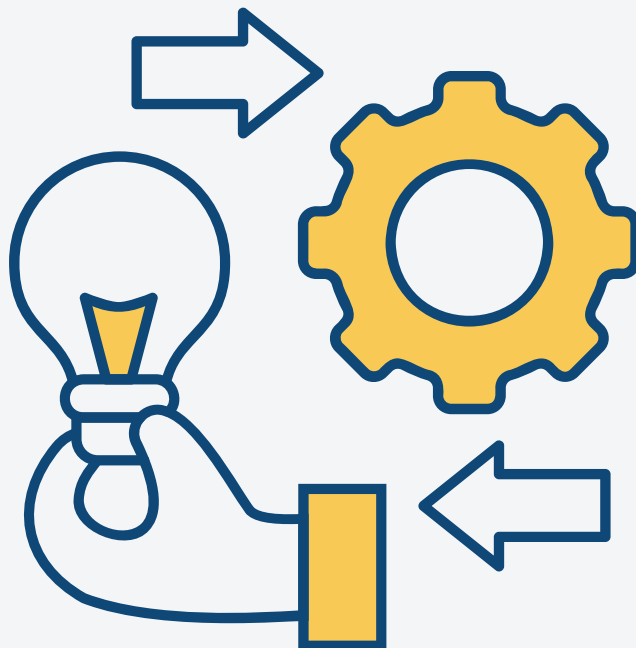


Resilience and Growth Mindset:

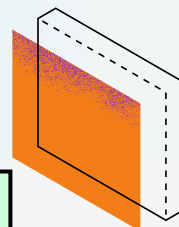
We promote perseverance, adaptability, and emotional strength, preparing students to face challenges with confidence and optimism.

SECTION 2

SCHOOL OPERATIONS



Contact Directory



SENIOR LEADERSHIP TEAM

Rajeev Koul	Country Director
Avneesh Singh	Dy. Country Director
Bob Darwish	Global Academic Head
Shylaja Salwan	Principal

Coordinators	SUBJECT	EMAIL ID
Haseena M	I & S and MYP Coordinator	mypc-whitefield@owis.org
Namita Chaly	CBSE Coordinator and ATL Coordinator, I & S Facilitator	namita.chaly@owis.org
Ms Tamizh Ponni VP	Design. Service as Action Coordinator	tamizh.ponni@owis.org

Administration

Name & Designation	Phone No	Email Id
Mrs. Shylaja Salwan - Principal	-	principal.blr-whitefield@owis.org
Mr. Karthik - Manager Administration	-	manager.administration@owis.org
Ms. Cecilia D Souza	+ 91 4226628821	-
Mr. Raghavendra S N - Global Care Officer	8088432848	hsrm.junior@owis.org, helpdesk.owis.org
Mr. Mohan Raj - IT Executive	-	itexec.whf@owis.org
Ms. Jesil Abilah - School Nurse	-	nurse.blr-whitefield@owis.org
Mr. Jagadeesh Babu Vejendra - Accounts Executive	-	accounts.blr-whitefield@owis.org
Mr. Bhaskar K S - Sr Transport Executive	-	transport.blr-whitefield@owis.org
Mrs. Pallavi - EA to the Principal	-	eawhf.owisblr@owis.org
Ms. Sonam, Admission Counsellor	8088432828	admissions2.blr-whitefield@owis.org
Ms. Aruna - Admission Counsellor	8088432828	admissions.blr-whitefield@owis.org

*Kindly note that if there are any changes to the contact directory, an updated version will be provided on Registration Day.

Annual School Calendar

The school year is based on a minimum number of 194 student contact days in accordance with most international schools around the world.

The year is divided into two semesters and each semester is divided into 2 terms.

Semester 1	July - December
Term 1	July - September
Term 2	September- December
Semester 2	January - May
Term 3	January - March
Term 4	March- May

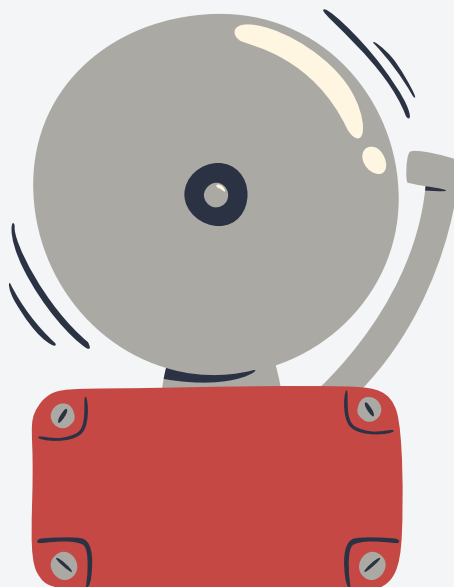
- There is a more than 1 week holiday for Diwali in October/November, almost 2 weeks for Christmas and New Year and 1 week in March/April for Spring break.
- There are other days off for the major religious and national holidays throughout the year.
- For specific holidays please see the current years' calendar available here (Link to be provided) or via administrative office.
- The academic year is divided into two semesters with internal term divisions. Students and parents are provided an annual calendar covering:
 - **National holidays**
 - **Exam schedules**
 - **Events, PTMs, and field trips**
 - **School closure dates**



School Timings

- Academic: 8:15 AM to 3:30 PM (This includes 1h of after school activities)
- Students must report on time; late arrivals over 3/week are flagged

	From	To
Homeroom	8.00am	8.20 am
Lesson 1	8.20am	9.00am
Lesson 2	9.00am	9.40am
Lesson 3	9.40 am	10.20am
Lesson 4	10.30am	11.00 am
Lesson 5	11.10am	11.50 am
Lesson 6	11.50am	12.30am
Lesson 7	1.00pm	1.40pm
Lesson 8	1.40 pm	2.20pm



Attendance Policy



At OWIS Whitefield, we believe that **regular and consistent attendance** is essential for student success, both academically and socially. This policy outlines the expectations and procedures regarding student attendance.

Orientation Day

Orientation Day at OWIS Whitefield marks an important start to the academic year, offering parents an overview of the school's vision, curriculum, routines, and expectations.

It serves as a valuable platform to meet the school leadership, coordinators, and class teachers, and to understand how we work together to support each child's learning journey.

Attendance is strongly encouraged to ensure a smooth and informed transition into the new school year.



Attendance Expectations



Regular school attendance is essential to the progress and achievement of the student and is expected by the senior management team and staff.

The Principals are authorized to request an explanation from the parents or guardian, either in person or in writing, for any unexplained absences from school.

Since the school has a generous vacation policy, we ask parents not to extend the period of time students are away from school, except in emergencies. Missing lessons prior to vacations is strongly discouraged.

The school year is approximately 193 days. Students are expected to attend daily. Students who miss more than 10% days in an academic year, for unauthorised reasons, may not be allowed to progress to the next year group.



Attendance Expectations

The school must be informed of any absence for illness either by calling the school or in writing an email or by sending a note to the homeroom teacher when the student returns. If students are too ill to attend school as usual in the morning, they are not allowed to late entry into the school during the day or attend any school functions in the evening (exceptions may be made for external exams where permission has been obtained from the Principal).

Written information should be supplied to the Principal for planned absence:

Students who wish to be absent on educational grounds, e.g. work experience, to attend an approved study course or a sporting event as a participant at a national or international level. These will be recorded as unauthorized absence.

Religious or close family functions. We expect these to be kept to an absolute minimum. These will be recorded as unauthorised absences.

Holidays. Parents should not be requesting time off for holidays since the school feels that this is unnecessary as there are adequate holidays and it devalues the importance of school work. These will be recorded as unauthorized absences.



Attendance Expectations

Students who miss work for any reason are responsible for ensuring that they find out what work has been missed and completing it. It is advisable that the student liaise with their teachers in advance of a planned absence so as to catch up on work.

- 90% attendance is mandatory
- Attendance on first and last day of term is compulsory
- Absenteeism >3 days requires medical proof
- 10 days unexcused = disciplinary hearing and academic warning
- Students with excessive absenteeism (more than 15 days without approval) may be denied promotion or exam entry



Early Pick-Up Procedure

In the interest of student safety and smooth school operations, all early pick-ups must adhere to the following protocol:

- Requests for early pick-up must be made by **12:00 noon on the day of the request through the Front Office.**
- Parents or authorized guardians are required to **sign out their child at the Front Office.** The receptionist will notify the classroom, and the student will be escorted to the reception area.
- **Parents are not permitted to go directly to the classroom under any circumstances.**

Notification Guidelines for Early Departure

For early departures due to medical appointments, family commitments, or out-of-town travel, please ensure the following:

- **Email the Front Office** in advance, clearly stating the reason and expected time of pick-up.
- If preferred, **a written note** may be sent through the student to be handed over at the start of the day.

Change in Transportation Arrangements

If someone other than the usual guardian or school transport service is collecting the child:

- Send an email confirmation to the front office (hsrm.junior@owis.org or helpdesk.owis.in@globalschools.com) with the name and relationship of the person authorized to pick up the student.
- Notify the **driver directly**, if applicable.
- Always inform the **Front Office as an additional precaution.**



Emergency Situations

In the case of unforeseen emergencies or sudden changes in plans:

- **Contact the Front Office immediately** via phone or email.
- In instances involving sensitive family events such as serious illness, hospitalization, bereavement, or other emergencies, please notify the school leadership team. This enables us to provide appropriate support and respond with sensitivity.



Missed Academic Work

- Students are responsible for **catching up on missed work due to absences**.
- **Formative, Summative, Term End Assessments, Periodic Tests and Pre-Boards Exams** will **not be rescheduled** for students who are absent during the exam period



Homework

Homework at OWIS Whitefield is designed to reinforce concepts introduced in class and to promote independent learning. It is not intended as routine busywork but as a meaningful extension of classroom instruction.



Homework assignments are developmentally appropriate and tailored to the learning needs of each grade level. On average, students will spend **no more than one hour per day** completing homework tasks.

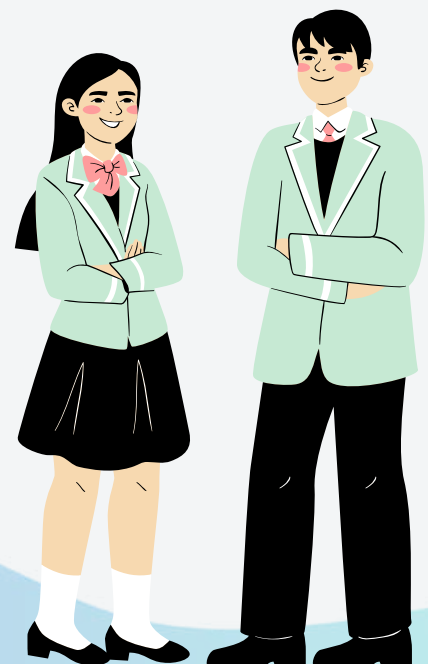
- Please note that reviewing previous class notes and preparing for upcoming lessons is an expected part of a student's daily academic routine. This preparatory work is essential for effective class participation and is not classified as homework.

School Uniform

- To maintain a sense of discipline, consistency, and school pride, all MYP students at OWIS Whitefield are expected to follow the uniform policy as outlined below.

Uniform Guidelines

- **On days with scheduled sports periods**, students are required to wear the **Sports Uniform** to school.
- On **non-sports days**, students must wear the **Formal School Uniform**.
- If students are enrolled in **after-school sports activities**, they must attend school in the appropriate daytime uniform and **carry their Sports Uniform to change into before the activity begins**.
- All uniform items must be clearly labeled with the students name by the parents to ensure easy identification and to prevent loss or misplacement.



General Appearance Expectations

Neat and Presentable Attire

- Uniforms must be clean, neatly ironed, and worn as per school standards.
- Shoes should be polished, and socks must match the prescribed uniform style.

Hair and Grooming

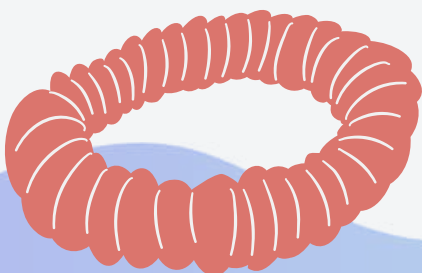
- Long hair must be kept tied and well-groomed at all times.
- All students must maintain a neat, conventional haircut. Unusual, coloured hair is not permitted.

Accessories

- Accessories should be minimal and appropriate for school.
- Analog or digital watches are permitted; however, **smartwatches are strictly not allowed** during school hours

Uniform Fit and Condition

- Uniforms should be well-fitting—neither too tight nor excessively loose.
- Any torn or worn-out uniform items must be promptly repaired or replaced.



General Appearance Expectations

Non-Uniform Days and Formal Events

- On designated non-uniform days, students must wear modest, school-appropriate clothing.
- Students are expected to wear formal attire during official school events, as notified.

Non-Compliance and Disciplinary Measures

Failure to follow the uniform policy will result in:

- A verbal warning for the first offense
- Written notice to parents for repeated non-compliance
- Continued violations may lead to the student being sent home to change and/or further disciplinary action



Homeroom

Upon joining OWIS Whitefield, each student is assigned to a Homeroom group. The **Homeroom Teacher** plays a vital role in the pastoral care and overall well-being of the students in their group.

Role of the Homeroom Teacher

The Homeroom time serves as a valuable time to ground students, set a positive tone for the day, and reinforce school values. It is an opportunity to:

- Establish routines that promote focus and readiness for learning
- Reinforce the OWIS values and IB learner profile attributes
- Foster a strong sense of community and belonging within the group
- Facilitate structured activities, discussions, or reflection sessions as per the school schedule
- Share daily announcements and updates from the school
- Serve as a consistent and approachable adult whom students can turn to for guidance, support, or concerns

Homeroom teachers are expected to build meaningful relationships with their students and act as the first point of contact for academic or emotional support.



Field Trips and Service as Action (SAA) Experiences

Mandatory Participation in SAA Field Trips

All MYP students are required to participate in Service as Action (SAA) field trips. These experiences are integral to the IB curriculum and are specifically designed to foster critical life skills such as empathy, collaboration, leadership, and global citizenship.

Each trip is thoughtfully planned to align with IB learning outcomes and offers students authentic opportunities to apply their knowledge in real-world contexts.

Implications of Non-Participation

Non-participation in SAA field trips significantly impacts a student's ability to meet the IB Service as Action objectives. Students who do not attend will forfeit the chance to demonstrate learning outcomes in an experiential setting. This will be recorded in their progress report and may influence their promotion and ATL (Approaches to Learning) ratings.

Please note: **There will be no alternate opportunities** provided to make up for missed field-based SAA experiences.



Support and Shared Responsibility

- **Planning and Preparation:** Students are expected to participate actively in all pre-trip briefings, planning tasks, and logistical preparations.
- **Reflection and Assessment:** Post-trip reflections are a mandatory component of SAA assessment and must be submitted in the format and timeline prescribed by the coordinator.
- **Parental Support:** We request all parents to support their child's participation in these meaningful learning engagements, which form a crucial part of their holistic development



Field Trip Policy and Procedure

Statement of Policy / Rationale: Field Trips

- Field trip/experiential education is an important aspect of our school philosophy and curriculum. All children are expected to take part. Parents should know from the time of joining the school that field trips are a part of our curriculum.
- A field trip is described as any time students are taken out of school for any kind of curricular or extracurricular activity.



- The field trip is not simply an outing, it is an integral part of the curriculum and provides stimulus for much interesting study, in a relevant context and further research.
- At the MYP, all students will participate in the field trips, including a bonding trip in August. This is the usual practice.
- The trip should expose the student to ecological, cultural, religious and aesthetic experiences which might not be available at school.
- Students should expect to be taken to visit museums, galleries and areas of natural interest they might otherwise not encounter.

Field Trip Policy and Procedure

Statement of Policy / Rationale: Field Trips

The field trip provides many other benefits besides giving real experience to the quality of teaching and learning such as:

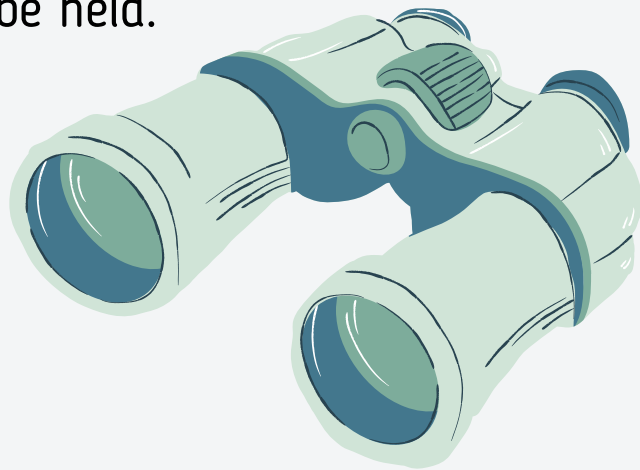
1. Shared experience and common ground for study.
2. New environments and cultural exposure.
3. An awareness of the host country, its people and its place in the world.
4. The opportunity to learn to live together.
5. Unique opportunities to develop the areas of interaction.
6. Independence and self-assurance away from home.
7. Responsibility and learning to become better/ more responsible citizens.
8. Meeting students from other schools.
9. Opportunity for staff/student interaction and staff development.



Field Trip Policy and Procedure

Statement of Policy / Rationale: Field Trips

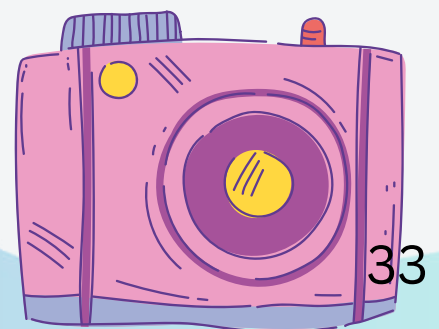
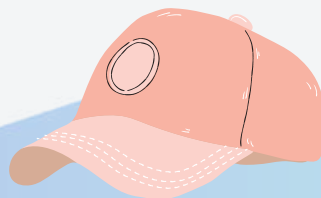
- Major Field Trips are funded by the parents. As far as possible the costs are kept down and school resources are used to reduce expenditure. Smaller trips are funded by the school but within a budget. The field trip should pay for itself from the parental contribution and careful budgeting is required for this.
- Safety on the trips is of paramount importance and trips should be meticulously planned. The safety and suitability of destinations will be checked if needed before students visit them.
- During the longer trips for all CBSE and MYP students, regular classes will not be held.



Before any field trip, parents will be informed of the particulars of the field trip. All parents will be informed of the teacher / supervisor contact information, and parents need to ensure that their contact information is kept up to date on Toddle.

Field Trip Policy and Procedure

- Electronic devices such as cameras, and music players may be allowed; however, their use should be limited to their educational value. The extent of use will be at the discretion of the teachers who plan the trip. Students are on an enrichment trip and should be focused on the activities of the trip. Supervisors have the right to hold onto electronic devices if the student is using these devices inappropriately or excessively.
- A daily report needs to be made on each field trip, the form of which depends on parent, student, teacher, and/or administrative preferences. A report can take the form of a phone call or message, email, blog, or website, and needs to be made available to all parents and the Principal.
- Spending money (money carried along on the field trip for eventualities, food and pocket money) is primarily with the student however, the student can give it to the supervisor for safe keeping. The amount students should bring is determined by supervisors before the trip and parents will be informed prior to departure.
- In the case of overnight trips, room assignments will be made by the supervisor(s). Students may identify their preferences, but in the end it is up to the supervisor(s) to make room assignments based on gender, possible conflict, rooms available, and suitability of the accommodation.



Medical Policy/ Procedure when planning and attending Field Trips

1. Take up to date details of student health records.
2. Permission letter to include recent illnesses and medication.
3. List of intolerance / allergy to medicine to be updated and taken.
4. One teacher has overall responsibility for medical bag, medicine and the giving of medication. All medicines to be administered must be accompanied by a note from the parents or family doctor stating dose and timings
5. All formal communication with the school and parents is made by supervising teachers.
6. Teacher supervisors communicate with families on a “need to know” basis. Teacher supervisors are required to respond to any family queries.
7. If a student is ill for more than eight hours they need to inform teacher supervisors so that parents can be informed if they phone in.
8. If illness continues, and if a doctor is called, teacher supervisors will inform the parents as soon as possible.
9. In case of serious injury or onset / doctor diagnosis of serious illness, students need to inform teacher supervisors immediately, and teacher supervisors will inform parents immediately.
10. Students and Teacher Supervisors should carry sufficient funds for medical emergencies.
11. All parties should keep insurance, if any, up to date.
12. The details of each child’s medical insurance should be held by the school and the trip leader

Security



Please note that the school premises are under 24x7 CCTV surveillance. This is to ensure the safety and security of all OWIS community members at all times.

Visitors are welcome to the school but the security personnel should let the Coordinators or the Principal know of any such visits.

Staff are requested to let the reception know in advance of any visitors for curriculum based activities. All visitors to the school must sign in at the gate. They will be asked to sign the visitor's book before they leave and surrender the visitor's pass at the gate upon leaving.

Drug Free and Smoke Free Environment

In order to protect the students' health, safety and welfare, the use of, possession of or trafficking in controlled substances (such as alcohol, tobacco, illegal drugs and inappropriate prescription drugs) is prohibited at school, on school field trips and school sponsored functions. Any student found possessing, using, trafficking or under the influence of a controlled substance on campus, at a school function, or on a school field trip will be subject to disciplinary action which may result in suspension or expulsion from school.

Smoke Free Campus

The One World International School maintains a "Smoke Free" campus. No tobacco of any kind may be used within its environs.

Cafeteria

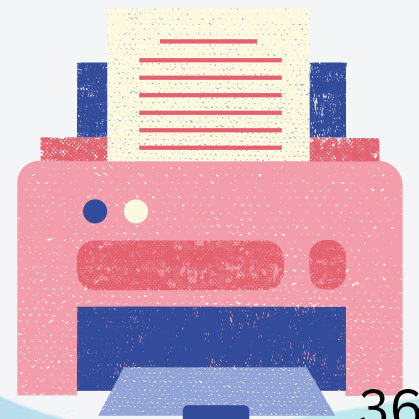
Food is procured from Cafeteria at the school premises using quality ingredients under the most hygienic conditions. Food is available to students at a nominal cost.



Resources, Photocopying and Printing

Appropriate resources should be available in classrooms. All computers are defaulted to print in the designated common printing. The photocopier allows for both black and colour printing and photocopying. We encourage the use of e- documentation wherever possible to be more eco-friendly as a school.

All are required to be aware of copyrights before printing or photocopying.



Telephone



Students, with permission from a member of staff, are allowed to use the school phone at the reception to call their parents in case of an emergency. It should not be used to arrange social events after school or to ask for anything that has been forgotten to be brought to school. Students should only make phone calls during the break times. **Calls during lessons are not permitted. Students are not permitted to bring a mobile phone/Smart watches into the school, unless permitted during special occasions like overnight field trips.**

Personal Computers (Laptops/Notebooks)

MYP students are required to bring laptops to school so as to enable them to use them for school work. However there are days allocated, MYP 1 students bring their devices once a week, MYP 2 students bring them twice a week and MYP 3 upwards students are expected to carry their laptops everyday.

With permission from the IT Department, they may plug their laptops into the school network at the appropriate place or connect with Wi-Fi. Students must not unplug any school computers or disconnect leads from school computers in order to use their device. Laptops should only be used for school work and not for playing games on or downloading music from the network or internet. Students will be provided lockers.



Personal Computers (Laptops/Notebooks)



Students are expected to bring and use a laptop, but must adhere to the policy for the use of computers within OWIS. However, OWIS accepts no liability for loss or damage to such equipment and the laptop remains the total responsibility of the student.

Game Boys, Play Stations and other electronic game devices are strictly not permitted.

Guidelines for the Proper Use of IT Facilities

These notes offer guidance to students and parents as to what may constitute misuse of IT facilities and the possible consequences of any such misuse. They are not a complete statement of acceptable use.

Students are allowed to use its IT services. Students must exercise this right in a responsible way. Anyone who misuses the IT facilities may be in violation of One World International School's regulations.



Authorised Users

Most computer systems are controlled by username and password. Students must not share their passwords with any other student. All systems operated by Computing Services are controlled by a central computing account and password, a student must be registered with Computing Services and have your own central computing account and password.

Wi-Fi Access

On our campus we have the facility of Wi-Fi access. Students and staff can avail this facility for their laptops; the following rules apply:

- Laptops will be given to school IT administrators for configuring the wireless access on stipulated days only.
- Anti-virus software will be loaded (if necessary).
- Laptops will be monitored continuously.
- Laptops will be barred if found not being used purposefully.
- Wi-Fi access is only for Internet browsing for educational & research purposes.
- Downloading music/videos/games is barred.
- Uptime and speed is dependable on usage and time of the day.
- The School will reserve the right to bar access to the Wi-Fi if this is abused.
- Disciplinary sanctions will follow if a student misuses the Wi-Fi access.



OWIS Position on Academic Honesty

Being honest is highlighted in the OWIS handbook as a key quality we expect from our school community. Being 'academically honest', means that all work that the student submits is their own, unless they have clearly stated that it has been done by or with someone else. One World International School regards academic honesty as an essential part of the academic, social and emotional development of all students. All teachers are expected to train their students in academic honesty and report infringements to the homeroom teachers for action. All major assignments in the secondary school have to be uploaded on to Turnitin for a plagiarism check. (Please refer to the OWIS Academic Honesty Policy)

School Holidays and Student Participation in Competitions

At One World International School, we believe in fostering a well-rounded education that balances academic excellence with cultural celebration and enrichment opportunities. Our academic calendar includes key national and religious holidays, providing students the necessary time to rejuvenate and engage meaningfully with their families and traditions.



School Holidays and Student Participation in Competitions

Beyond classroom learning, we offer and promote participation in a wide range of **national and international competitions and assessments** that support students' personal and academic growth. These include:

- Tokyo Model United Nations (MUN)
- Sustainability Projects
- Crest Olympiads and SOF (Science Olympiad Foundation) exams
- National Design Competitions
- Logo and Art Design Contests
- Language Proficiency Exams such as Hindi Paribhasha and DELF (French Language Certification)
- Inter-school academic and co-curricular events

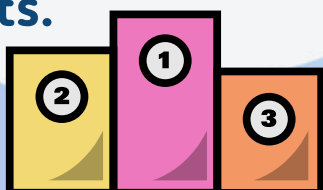


These activities help build global awareness, communication, critical thinking, and creative expression.

While the school provides guidance, platforms, and preparatory support, **it is ultimately the student's responsibility to take initiative, participate actively, and make the most of the opportunities provided.**

Please note:

- Major holidays and school closures are listed in the **official academic calendar.**
- Event and competition dates that are announced closer to time will be shared **via email communication with both parents and students.**



After School Activities Programme (ASA)

At OWIS Whitefield, we strongly encourage holistic development through active participation in **After School Activities**. These activities are an essential part of our school culture and support the IB philosophy of nurturing well-rounded individuals.

Programme Structure

- The **paid after-school activities programme will be conducted by Edusports**, a team of trained professionals who specialize in student enrichment through sports and skill-based activities. It should be noted that After-School Activities are offered as a paid programme. Fees vary by activity and will be communicated at the time of registration. Participation is confirmed only upon full payment.
- Sports activities are held daily from **2:20 PM to 3:20 PM**. These sessions focus on skill development, physical fitness, discipline, and leadership.
- Edusports will also provide opportunities for students to participate in **inter-school competitions and advanced training platforms, further enhancing their exposure and growth.**



After School Activities Programme (ASA)

- Each student is required to select one Primary and one different Secondary sport per term, maintaining a balanced ratio of 3:2 in participation.
- Students must commit to their selected sports for a minimum duration of one term, and the same sport cannot be chosen in both categories.
- Edusports, our activity partner, will monitor student progress throughout the program. Performance updates, including images and development benchmarks, will be shared with parents via Toddle to ensure transparency and support. A biannual progress report will be shared with parents, in addition to regular updates and feedback
- Parental consent for this tracking and sharing is mandatory upon enrollment in afterschool activities.



Transport and Logistical Guidelines

- The school provides transport post-activities for registered bus users. Students who are not enrolled in an ASA must leave campus by 2:15 PM unless otherwise involved in special school programs.
- All Students opting for the after school activity program will board the school bus post 3:20 pm.
- For any activity ending after 3:20 pm (special cases as during an impending competition), parents are responsible for arranging their child's transport from school.

If a student cannot attend their scheduled sports activity, the transport administrator must be informed at least 24 h in advance. This allows time to explore alternative bus options.

Please note: if no seat is available, parents must arrange private transport.



Cancellations and Contingencies

- If an ASA is cancelled due to staff absence or other unforeseen reasons, students may:
 - **Self-study in the library** until 3:15 PM and take their usual transport home
 - **Be picked up by a parent or authorized driver**

Fees Policy

OWIS follows a three-term fee payment cycle aligned with the academic calendar:

- March, July, and November
- Fees for each term are to be paid by the 20th of the respective month or earlier.

Any delay beyond the due date will incur a late payment penalty of 3% per month on the outstanding amount.





School House System



Introduction to the House System

At One World International School (OWIS), the house system plays a vital role in **nurturing team spirit, collaboration, and a strong sense of school identity**. It brings together students across different grade levels, encouraging them to work collectively, support one another, and develop leadership skills through shared experiences.

Every student at OWIS is assigned to **one of four houses—Wisteria, Flame, Willow, or Acacia—based on current house strength, ensuring equal distribution and opportunities for participation**. These houses serve as smaller communities within the school, promoting inclusivity, camaraderie, and healthy interaction.

Throughout the academic year, students earn points for their house by participating in a wide range of **academic, creative, athletic, and service-related events**. These include major competitions like Sports Day, Academic Decathlon, and Performing Arts showcases, as well as smaller interim contests and individual recognitions. **At the end of the academic year, the house with the highest cumulative points is declared the House Champion**, celebrated in a special assembly that recognises both collective achievement and school spirit.



Medical/First Aid



The school has a number of staff members that are trained in first aid. Cuts and scrapes can be dealt with in the appropriate way from the First Aid cabinet in the medical room as well as from first-aid boxes positioned at strategic places across the school. Drugs, such as aspirin, will not be administered without parental permission. The list of students with special allergies, etc. is kept on the top of the first aid cabinet, and should generally be consulted.

If a student feels unwell during the day he/she should seek permission from the class teacher or inform the Homeroom teacher that they are unwell. The student should go to the infirmary from where the school Nurse or the appointed First Aid Assistant will assess the situation. If it is decided the student should be sent home the student's parents will be contacted and arrangements made accordingly.

Any student who leaves school before the regular time has to sign out in the register at the Reception Desk. All students need an "Exit Pass" from the respective programme coordinators.



Building a Bully-Free and Compassionate Community



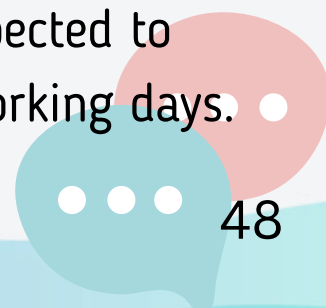
It is the ethos of OWIS that pupils should be able to learn in an environment where they feel happy and secure. Pupils are taught to behave in a caring and responsible manner, and to show respect for themselves and others. It is only in this environment that pupils can mature and become responsible citizens of society.

All schools experience bullying; One World International School is no exception. However, it is treated very seriously, and once the staff has been made aware of the situation, every effort is made to stop it.

Communication between School and Home

A good communication system between OWIS and home is important for the progress of students. Parents are encouraged to contact the school if they have any queries, problems or need additional information. Likewise, staff members are also encouraged to contact parents should they feel they need to. In addition to formal reports that are sent home at the end of every semester parents may also telephone, write, email to communicate.

Emailing is the most efficient form of communication. Parents are made aware that teachers are unable to take phone calls during lessons when they would be teaching. Teachers are expected to endeavour to respond to parent emails within three working days.



Mutual Respect Policy



A positive, collaborative, working relationship between the School and a student's parents/guardians is essential to the fulfilment of the School's Mission. One of the parameters of that Mission is that the School does not tolerate behaviour that is detrimental to the safety, integrity, or dignity of any individual or group. Therefore, the School reserves the right to exclude any person if it concludes that the actions of the individual (staff, student, parent/guardian) make such a relationship impossible or otherwise seriously interfere with the School's accomplishment of its educational purposes.

Parent Meetings



At the start of each semester there is a general information session for parents who are new to OWIS. Other information sessions are held at various times of the year based on felt needs. These are announced to the parents well in advance and parent participation is expected.

- Parent-Teacher- Student Conferences
- Parent/Teacher conferences are held during the first and second semester

At the Parent-Teacher Conference parents will be allocated a 10 minute interview with each subject teacher. If more time is required, parents are required to make a follow-up appointment with the teacher at a mutually convenient time via the coordinator.

Should the teacher/Coordinator/Principal have any concerns regarding a student's academic progress parents will be contacted during the school year as the need arises. This will usually require a face to face meeting with parents. Support systems are generally put in place such as to mentor a student, or to provide relevant support with the School Counsellor.

Assessment of Student Understanding

Assessment is the ongoing collection of information which describes the learning process. It provides evidence of student performance and measures student learning, understanding and growth. Learning and development are assessed through the use of agreed upon and precisely described indicators applied to observable student behaviours over time and in a variety of situations. These behaviours are carefully described to ensure that they are meaningful to all parties in the assessment process: students, teachers and parents.

Assessment enables students and teachers to identify and understand individual student strengths and areas in need of strengthening in the school setting. This information is used to guide future planning, teaching and learning. In this way assessment allows students to be active participants in their own continued learning and teachers to be accountable for the learning opportunities they provide students.



Reports



‘Settling-In’ Reports are written for new students and if a student leaves. A ‘Leaving Report’ can be provided to prove that they have been a student, if they leave more than 6 weeks before the end of a semester.



CBSE Reports

- Written reports are issued at the end of every semester. The grading is in the form of raw scores and a percentage form for each subject based on the CBSE grading system. CBSE: Marked on a scale of 80/20 (external/internal). Best of 2 periodic tests considered.
- PTMs follow each report cycle. Reports reflect attendance, ATL, and overall achievement.



MYP Reports

Written reports are issued at the end of every semester. The grading is from 1 through 7 for each subject based on the IB MYP grading system that is calculated from the level obtained in each subject. Individual criterion levels are also shown for each subject in the report.

In addition the subject reports contain boxes that show the student’s progress in their Approaches to Learning, a summary on the student’s progress and areas needing improvement. Community project progress will be found on MYP 4 and Personal Project progress on MYP 5 student reports.

Student Led Conference (SLC)/ 3-way Conferences

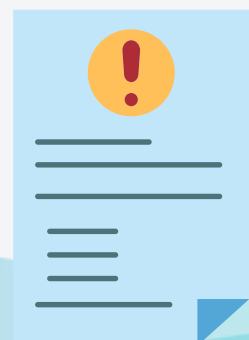
Both CBSE and MYP students will have SLC once an academic year. At this conference students take their parents around the subject areas and explain the work that they have been doing throughout the year in the different subjects. This is a great opportunity for parents to discuss what has been taught with their child. Parents are expected not to speak to staff about their child's progress on these days.



Student's Complaints and Grievances

A student with a personal concern, complaint or grievance on any school matter should always first approach his or her homeroom or subject teacher before approaching the CBSE/MYP Coordinator or the Principal.

Any concerns, complaints or grievances about the general running of the School should be presented to the Coordinators. If no satisfactory resolution is forthcoming the student may bring the complaint or grievance to the attention of the Principal.



SECTION 3

ACADEMIC PROGRAMMES



Middle Years Programme (MYP)

All IB related information can be found at ibo.org

The MYP is structured to meet the developmental needs of students aged 11 to 16. It comprises eight subject groups, Approaches to Learning (ATL), and Service as Action. Students explore real-world contexts and develop international-mindedness.

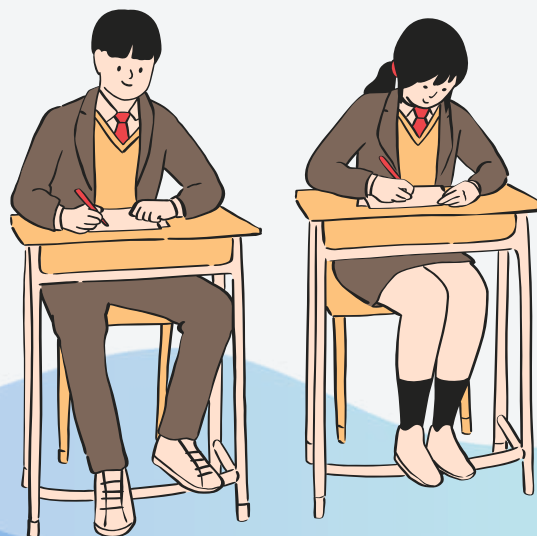
Key elements:

- MYP 1 to 3: Formative and summative assessments, interdisciplinary units, ATL tracking.
- MYP 3: Community Project – a mandatory year-long independent project focused on service and research.
- MYP 4: Prepares students for eAssessments through on-screen tests and personal project work.



About MYP Assessments

At OWIS Whitefield, assessment in the Middle Years Programme (MYP) is designed to support and reflect student learning in a balanced, rigorous, and criterion-referenced manner. The framework focuses not only on subject knowledge but also on skills and attitudes essential for lifelong learning.



About MYP Assessments

Types of Assessments

Students across MYP 1 to 4 will experience a variety of assessment formats, including:

- **Formative Assessments:** Ongoing tasks that provide feedback to guide learning and skill development.
- **Summative Assessments:** End-of-unit evaluations measuring students' achievement against defined criteria.
- **Interdisciplinary Tasks:** Projects integrating knowledge and skills from multiple subjects, encouraging deeper inquiry and real-world connections.

Additionally, the school administers MAP Testing three times per academic year to monitor and support student learning progression.



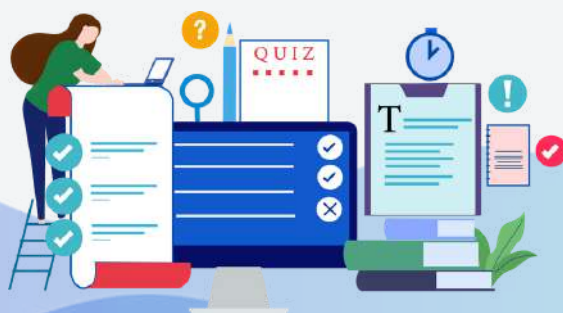
Examinations

- MYP 1, 2, and 3: Students will sit written examinations in core subjects, designed to evaluate conceptual understanding, knowledge application, and Approaches to Learning (ATL) skills.
- MYP 4: Students will undergo **on-screen eAssessments**, modeled on the IB's MYP eAssessment framework. These assessments challenge students to demonstrate their critical thinking, problem-solving, and interdisciplinary understanding in a digital environment.
- Examinations/assessments are scheduled in advance and will not be rescheduled for individual students under any circumstances. In exceptional cases, such as hospitalization, the student's final grades will be determined based on their overall academic performance during the year.

During end-of-term examination periods, students will attend school only for the **duration of their examination and will be permitted to return home after completing their paper.**

External Examinations:

The school encourages students to participate in SOF and SilverZone exams. The dates will be shared closer to the scheduled time of exams.



Examination rescheduling Policy

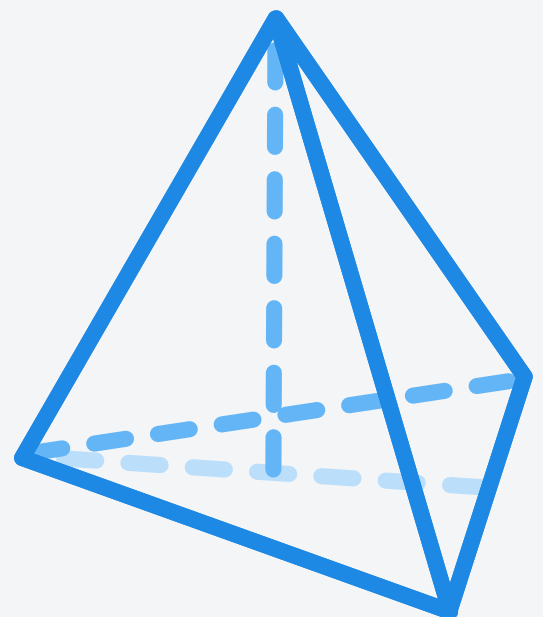
- **Formative assessments** may be completed upon return from absence.
- **Summative assessments** and term-end examinations will not be rescheduled under any circumstance.
- In cases of **serious illness or hospitalization**, **rescheduling will be considered only upon submission of a valid medical certificate** and with prior approval from the programme coordinator.



ATL Skills

All assessments are aligned with the development of **Approaches to Learning (ATL) skills**, including:

- Critical thinking and reflection
- Research and inquiry
- Collaboration and communication
- Self-management and organization



Criterion-Based Assessment

Each subject is assessed using IB's subject-specific criteria:

- **Criterion A:** Knowing and understanding
- **Criterion B:** Investigating/inquiring
- **Criterion C:** Communicating
- **Criterion D:** Applying or reflecting

These criteria provide clear expectations and help teachers provide fair feedback on student performance.

SUBJECT OVERVIEW

This is a schematic sketch and detailed notes will be provided to students in class. IB does not practice textbooks but has suggested readings which are provided in the student kit.



Language and Literature

Language and Literature at OWIS Whitefield focuses on building your child's communication skills, reading comprehension, and critical thinking through rich and diverse literary experiences. It supports both personal growth and academic excellence in language.

What Will My Child Learn?

- How to read and analyze different forms of literature and media
- How to write creatively and formally for various audiences and purposes
- How to speak and listen effectively through presentations and discussions
- How to understand and use language with precision and expression

Types of Texts Studied:

- Novels, short stories, poems, plays
- Speeches, essays, opinion pieces
- News reports, advertisements, blogs, and digital media



How Will They Learn?

- By reading texts from different cultures and eras
- By engaging in activities like debates, performances, group work, and visual storytelling
- Through inquiry into themes such as justice, identity, freedom, and change
- With guided support to refine their voice, expression, and analysis

Real-World Connections:

Literature becomes a lens through which students understand themselves and the world around them. It equips them to communicate ideas thoughtfully and to become empathetic, reflective individuals.

Language Acquisition

Language Acquisition at OWIS Whitefield offers students the opportunity to learn an additional language while fostering intercultural awareness and communication skills. It promotes open-mindedness and respect for other cultures through meaningful, real-world language use.

Languages Offered:

- Hindi and French as core foreign language options
- Kannada as an additional language offering to honour local culture and linguistic relevance

What Will My Child Learn?

- Through meaningful and interactive activities that build confidence in listening, speaking, reading, and writing
- With exposure to real-world content such as cultural stories, songs, and multimedia
- Through project-based learning, presentations, and engaging class discussions
- At their individual pace, based on language proficiency phases rather than only grade level

Topics They'll Explore Include:

- Cultural identity and relationships
- Food, festivals, travel, and daily routines
- Environmental awareness and global issues
- Local and global traditions

Real-Life Application:

Students use their language skills in purposeful ways—creating campaigns, participating in school events, and interacting meaningfully within and beyond the school community.



Individuals and Societies

Individuals & Societies (I&S) at OWIS Whitefield is a rich, interdisciplinary subject that helps students understand how people interact with one another and with their environments. It draws on disciplines like history, geography, civics, and economics to promote global awareness and critical thinking.

What Will My Child Learn?

- About ancient and modern civilizations
- How global issues such as population, migration, revolutions, and governance affect society
- How to explore the past and present through maps, data, and real-world case studies
- How to think critically and consider multiple perspectives

How Will They Learn?

- Through debates, simulations, presentations, and collaborative projects
- Using authentic case studies and current global scenarios
- By making real-life connections to topics like development, environmental impact, and fairness

Real-World Application:

Students develop the tools to become active global citizens—engaging with issues like human rights, equality, and sustainability through informed and ethical decision-making.



Science

Science at OWIS equips students with tools to question, investigate, and understand the world around them. It builds knowledge while developing reasoning, data analysis, and innovation skills.

What Will My Child Learn?

- Fundamental concepts in life, physical, and earth sciences
- How to plan and conduct experiments
- How to think critically and solve scientific problems
- How to apply science to global and local contexts

How Will They Learn?

- Through experiments, group inquiries, and scientific simulations
- Using tools, data analysis, and scientific modeling
- By evaluating scientific information and ethical consequences

Real-World Connection:

Science fosters curiosity and problem-solving—skills essential in careers like medicine, environmental science, engineering, and research.



Mathematics

Mathematics at OWIS Whitefield encourages students to develop numeracy, critical thinking, and a logical mindset. It emphasizes both conceptual understanding and practical application, preparing students to use math in everyday life and future academic pathways.

What Will My Child Learn?

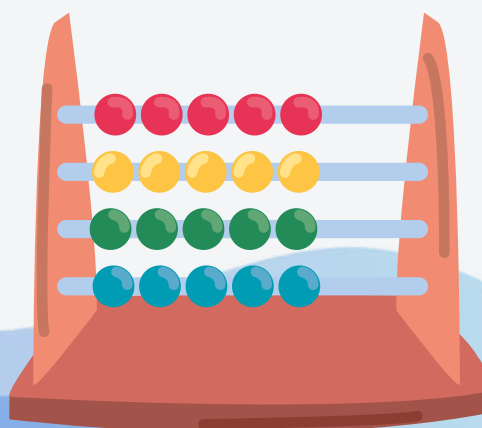
- Core areas such as numbers, algebra, geometry, statistics, and trigonometry
- How to model and solve problems in real-world situations
- How to think logically, analyze data, and explain solutions clearly
- To use technology and visual tools to explore mathematical ideas

How Will They Learn?

- Through hands-on activities, investigations, and inquiry-based lessons
- With real-life examples like budgeting, survey analysis, construction, and design
- Using collaborative group tasks, games, and interactive tools
- At a pace matched to their developmental and conceptual level

Real-Life Application:

Your child will learn how math applies to everyday decisions—like managing money, reading statistics, or analyzing patterns—and how it supports innovation in careers like engineering, coding, architecture, and economics.



Design

At OWIS Whitefield, the Design subject in the Middle Years Programme (MYP) nurtures students to become innovative thinkers and responsible creators. Through age-appropriate projects, students explore how design can address real-life challenges in meaningful ways. They follow the IB design cycle—researching problems, developing ideas, creating solutions, and evaluating their outcomes.

What Will My Child Learn?

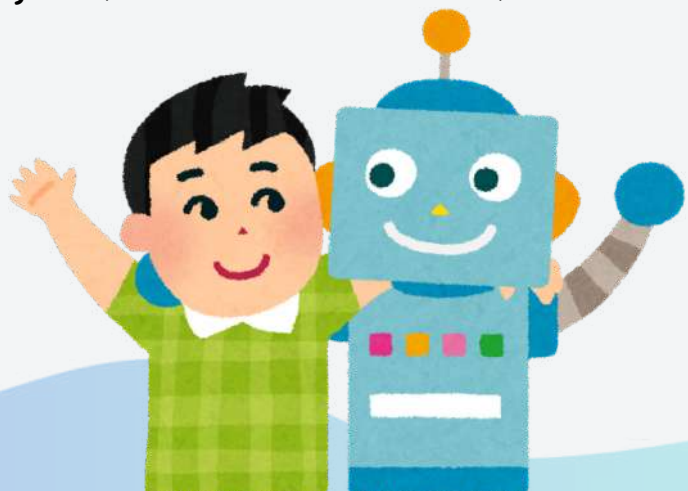
- To use the IB Design Cycle to investigate, create, and evaluate solutions
- To work with real-world materials and digital tools
- To understand and apply design principles in practical, meaningful contexts
- To build coding and prototyping skills for the digital age

What Kind of Projects Will They Do?

- Create crafts and digital designs from recyclable materials
- Build apps and animated posters to raise awareness on social issues
- Develop Java and Python-based solutions for school or community needs
- Construct simple automated systems using sensors and microcontrollers

Real-World Application:

Design learning goes beyond textbooks—students use their skills in real-life contexts, including collaborative projects, intercultural events, and community engagement activities.



Physical and Health Education (PHE)

Physical and Health Education helps your child stay physically active and understand how healthy habits contribute to a balanced lifestyle. It combines physical training with lessons on health, teamwork, and personal development.

What Will My Child Learn?

- To play a variety of sports and games with correct techniques
- To set and meet personal fitness goals
- To understand body systems, diet, hygiene, and mental well-being
- To respect teammates, play fair, and show sportsmanship

How Will They Learn?

- Through physical activities, games, group tasks, and health discussions
- With continuous self-monitoring and goal setting
- Through leadership opportunities and health-related action projects

Real-World Connection:

PHE develops healthy lifelong habits and social values that extend to personal life, community interactions, and future leadership.



Visual Arts

Visual Arts nurtures your child's imagination and ability to communicate visually. It supports creativity, confidence, and appreciation of diverse perspectives and cultures.

What Will My Child Learn?

- How to draw, paint, sculpt, and work with mixed media
- How to develop artistic skills and techniques
- How to reflect on and improve their work
- How to interpret and appreciate visual culture

How Will They Learn?

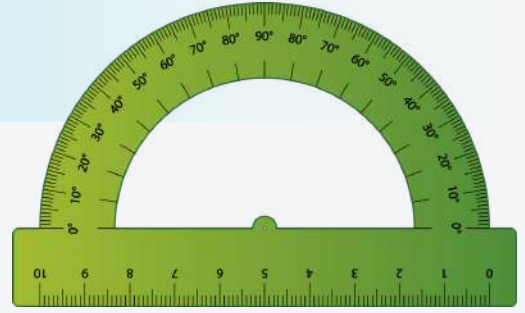
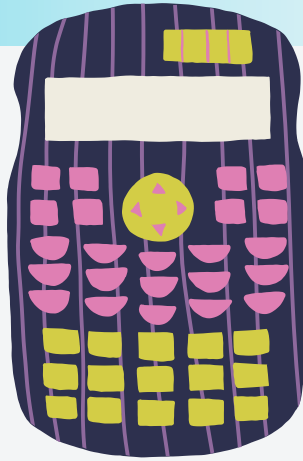
- Through hands-on creation and experimentation
- Through studying artists, art movements, and visual storytelling
- Through critiques, process documentation, and exhibitions

Real-World Connection:

Art enhances communication and empathy, and opens doors to fields such as design, animation, architecture, and media.



Academic Integrity



Students are expected to maintain the highest standards of academic honesty. All work submitted must be original and appropriately referenced.

Plagiarism, duplication of work, and other forms of malpractice will result in disciplinary action and a review of the student's assessment record.



Academic Integrity



Maintaining honesty in all academic work is fundamental.

Violations include:

- Copying homework/assignments
- Plagiarizing/Collusion of reports, essays, or projects
- Using non permitted devices during assessments

Consequences:

- First instance: Zero in the task, task to be redone and a written reflection
- Second: Parent meeting + probation
- Third: Disciplinary action and exclusion from honours/certificates



Service as Action (MYP)

Participation is compulsory and monitored term-wise. Opportunities are integrated into subjects and extracurriculars.

- MYP 1-4 students must log hours and reflections.
- Non-participation results in a “not met” mark on ATL and eligibility review for promotion.



CBSE Curriculum (Grade 10)

Aligned to the CBSE framework, students engage in a progressive academic programme covering all core disciplines, co-scholastics, and practicals. Internal assessments are held throughout the year and reported as per CBSE guidelines.

Assessment tools:

- Periodic Tests - 3 in a year
- Mid-Term
- Pre-Boards (2 rounds)
- Internal assessments: Portfolio, Subject enrichment, Multiple assessments, Periodic Tests
- Board Practicals for Science and AI

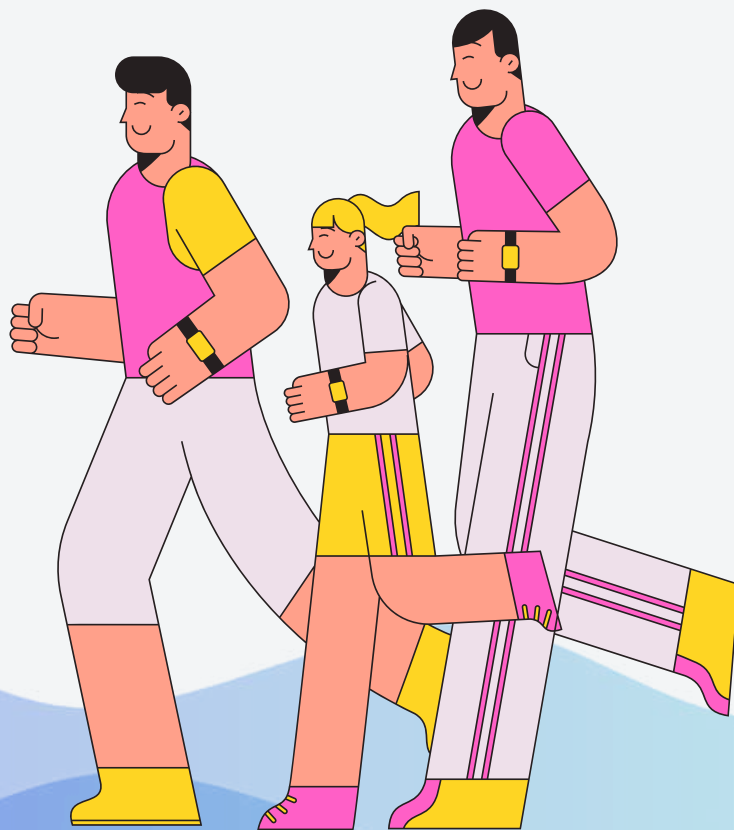
Examinations are scheduled in advance and will not be rescheduled for individual students under any circumstances except in exceptional cases, such as hospitalization.



PARENTS, TEACHERS ENGAGEMENT (PTE)

The Parents and Teachers Association (PTE) at OWIS functions as a **self-governing body** that fosters collaboration between families and the school. All parents and legal guardians of enrolled students, along with the professional staff of OWIS, are considered members of the PTE.

The PTE plays a key role in supporting the school's **social, cultural, and extra-curricular programmes**. Traditionally, it contributes to the planning and execution of After-School Activities, school celebrations, and events such as Sports Day. The association will meet **once a month** to plan upcoming engagements and to **offer constructive feedback that supports the continuous improvement** of the school environment. The PTE serves as a valuable bridge between the school and its parent community, enriching the overall educational experience for students.



SECTION 4

BEHAVIORAL POLICIES



School Discipline Policy

At One World International School (OWIS), we believe that **student well-being, mutual respect, and personal responsibility** form the foundation of a productive and inclusive school environment. Our discipline policy is designed to uphold these values, ensuring that every student can learn, grow, and thrive in a safe and respectful setting.

We expect all students to conduct themselves in ways that reflect the **IB Learner Profile attributes**, respect the rights of others, and contribute positively to the school community.

Student Code of Behaviour

Students at OWIS are expected to conduct themselves with respect, maturity and integrity. The guiding principle is simple: **No student has the right to interfere with another person's well-being, property, or time.** Every student and staff member has a shared responsibility to uphold the quality of life within the school community.



School Discipline Policy

The following expectations apply to all secondary school students:

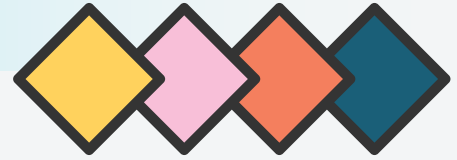
- Be polite and use respectful language at all times
- Avoid actions that may hurt others or damage property
- Adhere to the school dress code and maintain a neat appearance
- Do not bring or use dangerous items, drugs, alcohol, or tobacco on school premises or during school-sponsored activities
- Remain on campus during school hours unless authorised to leave
- After school, students must wait only in designated areas unless involved in a supervised activity
- The school believes in student safety and has a strict NO TOUCH POLICY
- Attend all scheduled classes on time and avoid unauthorised absences
- Treat all members of the school community with respect—**bullying, harassment (verbal, physical, cyber, or sexual), threats, or violence will not be tolerated**

Standards of Student Behaviour and implications



Parents play a key role in reinforcing school expectations and supporting their children in developing positive behavioural habits. By maintaining open communication with teachers, modelling respectful conduct, and discussing school values at home, parents can strengthen consistency between school and home environments.

Standards of Behaviour



Category One: Minor Misdemeanours

These include general classroom or campus infractions such as inattentiveness, disruptions, or disregard for minor rules. These are first addressed by the subject teacher.

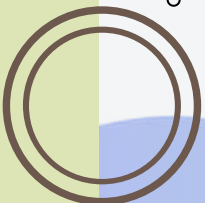
Stage 1 – Teacher Level Response:

- Verbal warning and 1:1 conversation
- Behaviour noted and shared with the Homeroom Teacher and Counsellor
- Possible consequences:
 - Progress report
 - Detention during or after school
 - For cyber infractions: Session with Tech Integrator and Counsellor

Stage 2 – Homeroom/Counsellor Level Response:

If behaviour persists, a behaviour plan is discussed with the student and communicated to parents.

- Mandatory email to parents, copied to counsellor, homeroom teacher, and section secretary
- Possible consequences:
 - Leading a school assembly or awareness initiative
 - Community service engagement to build empathy
 - For cyber issues: No device usage for a week
 - Extended detention or structured after-school work



Standards of Behaviour



Stage 3 – Parent Conference and School Strategy:

Continued misconduct will involve a formal meeting with parents, counsellor, homeroom teacher, and notice to the Academic Head.

- Possible consequences:
 - Service project aligned with the nature of misconduct
 - In-school Saturday suspension
 - Exclusion from representing OWIS in MUN, Sports, or other external forums
 - Cyber: No device use and continued tech intervention



Category Two: Serious Infractions

These behaviours are considered severe and are referred directly to the Principal and Disciplinary Committee. The student is withdrawn from class immediately, pending investigation.

Examples of serious misconduct include:

- Blatant Disrespect: Refusal to comply, abusive language, insubordination
- Deliberate Injury: Fighting, physical harm, throwing dangerous objects
- Vandalism: Intentional damage to property (student or school-owned)
- Harassment: Bullying, physical or verbal abuse, cyberbullying
- Fraud: Cheating, plagiarism, misrepresentation of work
- Theft: Stealing or attempting to steal school or personal property
- Abuse of Technology: Tampering with school networks or devices
- Unethical Conduct: Any behaviour that contradicts the values and ethos of OWIS

Standards of Behaviour

Consequences follow a three-tier response:

- Written Warning – Shared with parents and placed on file
- Suspension – Formal suspension and parent meeting prior to rejoining class
- Review of Enrolment – In cases of repeated or extremely serious misconduct



General Principles

OWIS provides every student with the opportunity to reflect on their behaviour and grow from their mistakes. When disciplinary issues arise, students are encouraged to explain their actions and work with staff and family to develop better strategies. While serious incidents are rare at OWIS, we uphold the principle that students must behave—both in and outside of school—in ways that honour the values of our community and represent OWIS and their families with dignity.

Counselling and SEN Support

OWIS Whitefield is committed to supporting the academic, emotional, and social well-being of every student. Our Counselling and SEN (Special Educational Needs) departments work collaboratively to ensure that students receive individualized guidance and inclusive learning support throughout the academic year.

Purpose

- To foster emotional well-being, resilience, self-awareness, and responsible decision-making among students.
- To provide personalized support for students with learning differences or social-emotional needs.
- To enable a safe, inclusive, and supportive school environment for all learners.

How Parents Can Reach Out

- Parents may contact the school counsellor or SEN coordinator via email or by scheduling a meeting through the school office. The student counsellor will be available on Tuesday, Wednesday and Thursday in school.
- Teachers may also initiate referrals after observing learning or behavioural concerns, followed by consultation with parents.

Counselling and SEN Support

Roles and Responsibilities

- School Counsellor: Conducts one-on-one and group sessions, provides strategies for emotional regulation and conflict resolution, and facilitates crisis management.
- SEN Coordinator: Works with students who require differentiated instruction, academic accommodations, or tailored learning plans. Coordinates Individualised Education Plans (IEPs) and collaborates with teachers.
- Both Teams: Partner with teachers and parents to ensure consistent academic and emotional support across school and home settings.

Student Sessions Throughout the Year

- Classroom workshops on topics such as emotional intelligence, bullying prevention, stress management, and responsible technology use.
- Group and individual counselling for students with identified needs.
- Orientation sessions for new students to promote belonging and smooth transition.
- Parental counselling on how to support adolescent development and learning challenges.

A Note on Inclusion

OWIS is proud to be an inclusive school where every student is celebrated for their uniqueness. We believe in nurturing a community where differences are embraced and valued. We request parents to sensitise their children to respect diverse learning styles, backgrounds, abilities, and perspectives. Encouraging empathy at home helps children grow into thoughtful, compassionate global citizens.

ACKNOWLEDGEMENT PAGE

Parent and Student Acknowledgement

This page must be signed and submitted to the Homeroom Teacher on the registration day of the new academic year.

We, the undersigned, confirm that we have read and understood the contents of the OWIS Whitefield Parent Handbook 2025-2026.

We acknowledge the expectations, guidelines, and responsibilities outlined in the handbook and agree to comply with all policies and procedures as members of the OWIS school community.

We understand that adherence to the handbook supports the overall safety, discipline, academic integrity, and values of the school, and we are committed to upholding them throughout the academic year.

Student Name: _____

Student Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Signed in the presence of Homeroom Teacher:

HRT Name: _____

HRT Signature: _____

Date Received by HRT: _____

Thank you for your partnership in supporting a positive and enriching learning environment at OWIS Whitefield.



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