



■ ■ ■ HIGH SCHOOL

POLICY DOCUMENTS 2026

DOCUMENT INDEX

S.No	Document Name	Description
1	School Curriculum Policy	Overview of academic structure and curriculum implementation
2	School language Policy	Specifies the language used for instruction and communication
3	Inclusion (SEN) Policy	Support systems for students with special learning needs
4	Child Protection Policy	Outlines safeguarding measures and reporting mechanisms
5	Policy to Prevent Bullying	Measures to prevent and respond to bullying
6	Health, Safety and Security Policy	Measures in place to ensure the safety and wellbeing of students and staff. Safety protocols and infrastructure, including CCTV and access control
7	Infirmiry Procedures	Standard operating procedures for medical emergencies
10	Complaints Policy and Grievance Procedures	Procedure for handling complaints from stakeholders
11	Code of Conduct for Teachers	Formal document outlining professional expectations for teachers
12	Parent Student Handbook	Handbooks are outlining school policies and expectations

1. Philosophy and Frame - work

The Sprouts Curriculum integrates Montessori philosophy—emphasizing self-directed learning, critical thinking, and research skills—with ICSE and Cambridge textbooks/syllabus. This blended model delivers cohesive, evidence-based education from Toddler (1.5–3 years) through Upper Secondary (16+ years), fostering seamless progression to international standards via dynamic, sequential plans (annual/term/monthly/weekly). Plans build on prior knowledge with vertical subject progression and horizontal interdisciplinary links, incorporating cosmic education (Elementary), field trips, guest experts, and student-led experiences. Holistic development mandates extracurriculars (PE, Art, Dance/Theatre, Yoga, Life Skills) from Primary; Secondary adds Farming, Financial Literacy, and clubs (e.g., Debate, Cooking, Digital Media) for public speaking/creativity.

Programme Structure:

Programme	Age Range	Core Subjects & Focus (3–9 subjects, evidence-based analysis/question formats)
TODDLER	1.5–3 years	Practical life, Sensorial, Language Arts (vocabulary/storytelling; English/Tamil/Hindi), Art/Music, Movement (3–4 areas; foundational motor/cognitive skills).
PRIMARY	3–6 years	Montessori core: Practical Life/Sensorial, Mathematics, Language Arts (English primary; Hindi/Tamil oral/symbols), Science/Cultural Studies (hands-on exploration).
ELEMENTARY	6–11 years	Cosmic education: English (First Language), Mathematics, Sciences, Social Studies/History/Geography, Second Language (Tamil/Hindi); Great Stories, research projects, 5-year Finance module, IGCSE transition assessments.

LOWER SECONDARY	11–14 years	7–9 Cambridge-aligned: English (First Language), Math (Arithmetic/Algebra/Geometry), Sciences (Physics/Chemistry/Biology), Computer Science, Social Sciences (History/Geography), Languages (Hindi/Tamil/French), Club + Compulsory Farming/Finance Literacy; student-led conferences/reflections.
UPPER SECONDARY	14–16 years	5–7 subjects: Compulsory —English (First Language), Extended Math, Second Language (Tamil/Hindi/French), Coordinated Sciences (or 2 Pure: Physics/Chemistry/Biology); Choices —Accountancy, Economics, Business Studies, ICT/Computer Science, Environmental Management. Early conceptual depth from simple-to-advanced.

2. Delivery And Pedagogy

- Schemes of Work prepared by the teachers: Annual/term/monthly/weekly plans with clear learning outcomes, Reviewed monthly for learning gaps; high-order thinking (HOTS), differentiation (ZPD scaffolding, multiple intelligences), self/peer-assessment, reflective portfolios.
- Differentiation Approach to instruction: Tailored to multiple intelligences, ZPD; high-order thinking (HOTS), self-reflection, peer/self-assessment.
- Resources used and available: Cambridge/ICSE-endorsed texts, fully equipped labs (Physics/Chemistry/Biology; safety protocols), library, digital graphing/evaluation apps, multi-sensory Montessori materials.
- **Holistic Elements integrated into the curriculum:** Clubs foster creativity/public speaking; interdisciplinary projects (e.g., farming links Math/Geography/Sciences/English); global awareness via real-life applications.
- **Assessment:** Formative/summative per Cambridge schemes; multi-modal (written/practical/portfolios); periodic IGCSE-format practice from Upper Elementary.



3. Transitions, Inclusivity, And Future Goals:

Future: Global Perspectives/Art & Design and Design technology are subjects we would like to offer to our students, as choice-based subjects. Every year, based on needs library upgrades, full digitization, infrastructure expansion.

This policy will be reviewed every two years to incorporate any changes or amendments.

LANGUAGE POLICY

“The development of language is part of the development of the personality, for words are the natural means of expressing thoughts and establishing understanding between people.”

- Dr. Maria Montessori



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Sprouts Montessori High School nurtures its learners with **curiosity** and helps them **develop language skills** so they can use language confidently in India and across the world. We believe that **languages are at the core of all learning** and play a vital role in shaping students' understanding of culture, knowledge, and communication.

1. Language Philosophy:

India is a diverse, multilingual country, and Tamil Nadu reflects this rich linguistic ecosystem. At **Sprouts Montessori High School**, we use an **integrated language approach** that offers students choice in languages, while respecting their cultural and linguistic backgrounds. Sprouts is an **English-medium school**; English is the **language of instruction** for all major subjects and the main language of communication across the school, including administration, activities, and stakeholder interactions.

We consciously develop **multi-language skills, oracy (speaking and listening), and literacy (reading and writing)** at age-appropriate levels.

Keeping in mind India's cultural diversity, we offer **State, National, and International languages** so students can:

- Connect with their own cultural and linguistic identity.
- Gain exposure to other languages and communities.

At Sprouts, we currently offer **Tamil, Hindi, and French** as second languages, each beginning at different grades according to the curriculum pathway.

2. Sprouts Language Pathway:

- Abiding by the **Tamil Nadu State Government Language Policy**, all students **up to Grade 8** must study **Tamil** either as a **second or third language**. Going forward, this policy will include the students of grades 9 & 10.
- Since **English proficiency** enables students to access global information and resources, we provide **comprehensive support, materials, and coaching** to help bilingual students become more proficient in English across all programmes.
- All **language teachers** at Sprouts share a common mission: to **educate and empower learners with communication and comprehension skills** that will allow them to express themselves and live harmoniously in a diverse society.

3. Professional Development of Language Teachers is Supported Through:

- **Annual communication workshops** focused on teaching practices, resources and classroom activities
- **Integrated, project-based lessons** developed through teacher collaboration and reflective discussions
- Student work in all languages is displayed across the campus to celebrate linguistic diversity. Events such as **Sprouts Poetry day, Presentation day, and major festivals** use **regional and international languages** to showcase learning and student work

4. Montessori Environment & Early Language Development

- Language acquisition begins at a very early age in Sprouts, starting from the **Toddler Programme**.
- In Toddler and Primary, **spoken English, Hindi, and Tamil** are used in age-appropriate activities, stories, songs, and conversations.
- **English is the First Language and medium of communication**, while **Hindi and Tamil** are offered as **mandatory second languages** in Toddler and Primary. In the Elementary Programme, Hindi and Tamil continue as **mandatory learning areas**, shifting between **second and third language** status as per government and school requirements.

5. Curriculum (Toddler to Upper Primary)

At the **Toddler and Pre-Primary levels**, language learning follows a spiral progression:

- Start with **oral activities** (songs, stories, chants, conversation).
- Gradually move to **more complex speaking, reading, writing, and comprehension**.
- Teachers use a wider range of **learning tools and activities** to develop the **four core language skills**:
 - a. **Listening**
 - b. **Speaking**
 - c. **Reading**
 - d. **Writing**

Students with **different mother tongues** or difficulty accessing English are supported to meet the **English as First Language (EFL)**.

- **Periodic reviews** are conducted to monitor progress in each language and set **specific, measurable goals** to achieve the required learning outcomes.

6. Lower and Upper Secondary Curriculum

- **English is taught as First Language.**
- Students select a **Second Language** from: **Tamil, Hindi, or French.**
- **All learners who choose a Second Language in Grade 6 continue with the same Language through up to Grade 10,** ensuring continuity and deeper proficiency.
- In line with the **Tamil Nadu Government policy**, Tamil is recognized as an important **State Language** for communication and social participation. Students who do **not** choose Tamil as a second language still attend **periodic oral and comprehension sessions** to build basic Tamil communication skills.

7. Second Language Syllabus

a. Tamil

Assessed in **two components: Reading and Writing.**

b. Hindi

Assessed in **all four components: Listening, Speaking, Reading, and Writing.**

c. French –ForeignLanguage(DELFL-basedPathway)

French follows a **DELFL-inspired curriculum:**

- **Grade 6 – A1.1 (Beginner level)**
- **Grade 7 – A1.2**
- **Grade 8 – A2**
- **Grade 9–10 – B1**
- French learners are trained and assessed in **all four components: Listening, Speaking, Reading, and Writing.**

8. **Sprouts Commitment:** Sprouts Montessori High School is committed to:

- Delivering a **rigorous, inclusive, and developmentally appropriate** language curriculum aligned with **Cambridge standards**.
- Supporting **multilingualism, cultural identity, and global communication** through a carefully planned language pathway.
- Ensuring that all language teachers are **highly proficient, well-trained, and continuously developing** in their practice.

This Language Policy will be reviewed periodically to remain aligned with **the Educational Board expectations**.

This policy will be reviewed every two years to incorporate any changes or amendments.



INCLUSION POLICY

Welcoming Every Child's Unique Journey



1. What is Inclusion?

Inclusion constitutes an ongoing process to ensure equitable educational access for all learners by identifying and eliminating barriers related to diverse abilities, needs, and learning profiles. Grounded in Montessori methodology, it affirms that every learner achieves holistic development in a purposefully prepared environment, supported by differentiated instruction and specialist interventions.

2. Institutional Commitment:

Sprouts Montessori High School is committed to recognizing each learner's potential through student-paced, differentiated curricula that accommodate multiple intelligences, learning styles, and abilities.

We modify pedagogy, assessments, and environments with special educator (SE) support, using differentiated strategies, multi-sensory approaches, and diverse response modes to build tolerance, empathy, respect, and a sense of belonging.

The school promotes the least restrictive environment and functional independence goals for meaningful inclusion.

3. Admissions Process:

Admissions follow non-discriminatory principles with barrier-free access, using a non-invasive observation protocol to assess emotional readiness, independence, communication, and instructional compliance via activity-based evaluations.

- For Toddler/Primary: Eligible learners include those with Specific Learning Disability (SLD), mild ADHD, or mild ASD.
- For Elementary: Eligible learners include those with SLD or specific behavioral challenges.
- For Lower/Upper Secondary: Age-appropriate curriculum access with SE support.

Admission decisions consider child readiness, available support structures, safety, and ability to benefit from the Montessori environment with reasonable accommodations; decisions are case-specific and reviewed periodically.

Toddler program uses a "Meet & Greet" as an affirmative criterion.

While committed to inclusion, admission may be reconsidered if intensive support exceeds school resources, ensuring safety and meaningful learning for all.

4. Special Educator Procedures:

- Classroom observation and individualized assessments.
- Parental consultation with Principal (mandatory consent).
- Collaborative development of Individualized Education Plan (IEP) with classroom teacher, including home-school strategies.
- Case-specific interventions; potential additional resourcing.
- Quarterly progress reviews (RPWD requirement).

5. Assessment and Evaluation:

Holistic, differentiated assessments across learning domains, will be conducted as per school policy and learning standards. Tailored formats accommodate specific academic/behavioural needs in the specific pedagogical setting.

6. Teacher Responsibilities:

Teachers implement tiered tasks with scaffolded support aligned to learning outcomes, multi-sensory lesson planning for learner diversity, and flexible grouping for peer-mediated learning in the Zone of Proximal Development (ZPD).

Ongoing capacity building includes inclusion workshops, behaviour management training, and neurodiversity awareness sessions.

7. Staffing and Resources:

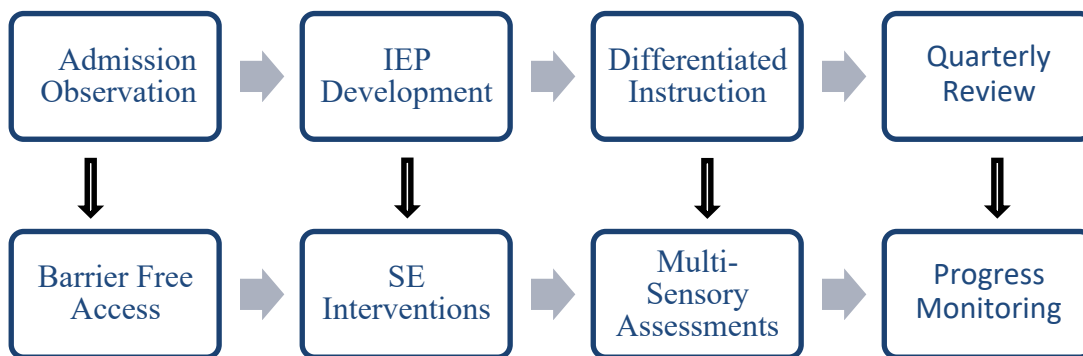
Qualified personnel maintain optimal student-adult ratios, with designated SEs, school counsellors, and inclusive educators.

Resources include specialized materials, multi-lingual digital tools, concrete manipulatives, parent engagement programs, and intervention services.

Crisis/safety response protocols address challenges like elopement or regulation issues.

A grievance redressal mechanism operates via the Principal.

8. Inclusion Process Flowchart:



Review: Annually by School Leadership Team.

Effective Date: March 2026

This policy will be reviewed every two years to incorporate any changes or amendments.



CHILD PROTECTION POLICY

“The child is a great worker. The child is important, not because he needs our love, not because he needs our protection, not because he is a poor beggar, but because he is the creator of man. The child is important, for his powers, though mysterious, are intelligible. We must understand the child’s needs in order to be of help to him.”

-Maria Montessori, The 1946 London Lectures

Creating a safe environment for the students requires the involvement and active engagement of all stakeholders. The role each one plays is different and equally important.

Indian Laws stipulate the following for Child Protection:

Protection of Children from Sexual Offences (POCSO) Act of 2012 is an act by the Government of India that protects all children nationwide from offences of sexual assault, sexual harassment and pornography and provide for establishment of Special Court for trials of such offences and for matters connected therewith or incidental thereto. It also protects the identity of the child victim to anyone other than appropriate authority.

National Child Protection Policy guidelines

- The premise of zero tolerance of child abuse and exploitation.
- Any individual who suspects physical, sexual or emotional abuse including online abuse of children, circulation of child sexual abuse materials, child marriage, child labour, child trafficking, maltreatment of children, discrimination against child on the account of gender, caste, religion, language, disability or any other; abandonment or neglect of a child; must report the incidence to internal Child Protection Committee. Based on the findings from the internal investigation, the incident will be reported to the respective legal authorities if required. Identity of the informant is protected and will not be made public.
- All employees/contractual workers of the institution must lay down that they should always treat children with empathy and respect, regardless of race, colour, gender, sexuality, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
- The language and behaviour used with children must not be inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate under any circumstance.

The Information Technology Act, 2000 recognises production, dissemination and use of child sexual abuse materials as a punishable offence.



Juvenile Justice Act, 2015 and Right of Children to Free and Compulsory Education Act, 2009 recognises corporal punishment in schools and childcare institutions as a punishable offence.

With this in mind, what Sprouts believes is:

- Any student, regardless of gender, race, religion, colour, caste, sexual orientation, body image, socioeconomic status, background etc deserves protection and has a right to safety of all kinds (physical, emotional, psychological).
- To create an environment that is safe from harassment and bullying whether it is virtual or in person. Every student has the right to file a complaint if subjected to any such form of harassment. The identity of the informant is protected and will not be made public.
- Each member of our Team -Teachers, Parents, non-Teaching staff are advised to be mindful of their interactions with all members of the community, especially the students.
- Educating the students on their rights and helping them understand what is appropriate and what is not. Along with clearly describing what steps to take when their rights are not respected by anyone around them.

Sprouts gives immense importance to the mental, physical and emotional safety of every student in the school. There are various steps taken to educate the students, parents and the team of Sprouts, to work holistically to achieve a safe and positive working environment for each student.

CHILD PROTECTION GUIDELINES

- Every student has the right to a safe environment for living and learning.
- Emphasise the wellbeing of all students in a holistic way. Protection of the students comes before all else.
- Any matters pertaining to a breach in safety of any child is to be reported to and investigated by the Principal and respective coordinators.
- The school provides regular checks with a counsellor to ensure the holistic well-being of all students.
- Students have access to age-appropriate learning on personal safety, their rights, the basic needs etc. in a safe environment.
- Behaviours and actions, physical indicators that are suspicious from a student's side that may indicate they are suffering from abuse, assault, violence, harassment, ragging etc in any form are to be made note of and shared with the designated person.

- Concerns such as a student appearing to have a lack of care, facing ill treatment (physical or emotional), alterations in sleeping patterns, weight, attention, mannerisms, hints from peers or classmates etc are to be reported to the Student Counsellor who can check in on the well being of the child.
- Any observation of a student in distress, abuse (physical, emotional, sexual, psychological), harassment, bullying, exploitation, or any other at-risk behaviour is to be reported to the environment coordinator or the Student Counsellor
- The dignity and protection of the students are given prime importance.
- Following the internal investigation of a report, if a complaint raised requires further support or legal aid, referrals to relevant legal authorities can be done.
- Concerns with respect to conduct of staff, teachers etc are to be brought to notice of the Principal and the management.

INVESTIGATION GUIDELINES

- In house investigation is done by the management (Principal and Founder/Director) in tandem with the coordinators.
- Focus during the investigation is on the student and their needs, before anything else.
- Confidentiality must be maintained and practiced by all who are a part of the investigation.
- Any report received from the students is looked into in an efficient manner.

Steps of acting on the report

- An internal investigation is done by the management by interviewing each person individually.
- Parents of the concerned students are informed and counselled on the situation.
- Depending on the severity of the complaint raised, a representative in the field of law will be brought in to further investigate the complaint.
- Getting appropriate help for the child based on the nature of the issue (counselling, additional support, developing peer relations).
- Stay informed on the status of at-risk students (those with history of abuse, strained family relations etc).
- The management is committed to regularly checking in with staff and teachers to ensure their well being.



IN THE EVENT OF AN EVENT THAT BREACHES THE CHILD PROTECTION GUIDELINES

Reporting:

- Every student has the right to share their concerns with any adult in the institution that they feel comfortable with. It is the responsibility of the adult to keep the respective coordinators and by extension the management informed of any concerns expressed by the student.
- If a student requests confidentiality from the said person, the adult must explain that in the event of their safety being at stake, they may have to share the relevant information with those who can help them (management and parents).
- The adult receiving the report must allow the student to speak, ask relevant questions and create a safe and conducive environment for discussion. If needed, support of the Student Counsellor may be taken to ensure safety and well being of everyone involved.
- In the event of suspicion (signs or symptoms), reporting can be done to the counsellor who will check in and assess the situation further in a safe manner. Based on severity, reporting may extend to the coordinator and management.
- Following reporting, adequate steps will be taken by the school to ensure the safety of the child moving forward and to provide them with adequate support through the process. (this could be in the form of counselling, regular check ins with child, caregivers etc)

Possible Action(s) suggested or taken post Reporting:

- The student facing harassment of any kind will tell the perpetrator to stop, without fear of retribution.
- The adult who is aware of the concern or the harassment, will inform their respective coordinators as well as the management.
- Ensuring the confidentiality of the complaint/concern, the teacher and the coordinator will discuss the matter in hand.
- An impartial investigation of the complaint is to be carried out by the coordinator and the management and completed at the earliest.
- Post investigation, the management carries out the necessary action based on the findings from the investigation.
- Parents will be informed in the same spirit of the confidentiality of the concern and the action decided.



PREVENTION STRATEGIES

For Students of varied age groups:

- Sprouts has a collaborative approach to raising responsibility levels in a safe space. The focus is on Restorative Justice, inviting personal agencies through dialogue accountability and building a stronger sense of community. We lay focus on asking and not telling. The You- Me-We approach where a teacher or a counsellor sits with the students and understands the situation, is followed mindfully.
- Age-appropriate safety education is provided, keeping them aware of their needs and rights.
- Students are made aware of their bodily safety, personal boundaries, privacy, saying 'no' etc, consent, safe and unsafe touch. This will be done to their age and understanding level by parents and reiterated at school.
- Teaching them the importance of not keeping secrets and the potential risk involved with it.
- Helping them understand the importance of recognising how people treat them. Placing emphasis on respect and boundary setting (physical, emotional, psychological and social).
- In the event of any abuse, ensuring that the students know it is not their fault and that the one responsible for the harmful actions is the perpetrator alone.
- Encourage the students to talk about what happened to an adult they trust, who can provide help and know there is a safe space to talk about anything that bothers them.
- Guiding them towards appropriate pathways for help. (Parents, School Counsellor, teachers)
- Educate them about the Child Protection policy and its relevance to them.

Parents Support:

Sprouts believes that parents are the most important people in the life of every child, as they provide nutrition, protection, care, and love. The role of parents in child development is responsive, responsible and never-ending.

- Cognitive Development: A child's cognitive, social and problem-solving skills. It affects their responses and helps them grow up to be better humans.
- Socio-Cultural Development: Children observe familial interactions and how arguments are settled in the family. It teaches them a variety of good values that are imbibed and crucial to growing up.
- Physical Development: The right guidance and modelling from parents and other family members can inculcate in children a good regimen of exercise and diet to achieve ideal physical development.

- Mental Development: Parents help the child learn innovatively, accept failures and overcome them, understand discipline, accept feedback and how to respond in a critical situation.
- Spiritual Development: Teaching children to be more accepting and believing in the greater good can help them gain a sense of purpose. This may be through religious belief, common values, morals, spiritual practices etc.

Hence Sprout's encourages parents to:

- Be positive and encourage positive attitudes.
- Be sensitive to your child's needs.
- Be emotionally present.
- Communicate effectively.
- Be affectionate and empathetic in all situations.
- Set routines for play, eating and sleep.
- Make family outings a part of your routine.
- Talk to the child even when tired.
- Build trust, love and fair play in relationships.
- Help your child understand the importance of speaking right and honestly
- Teach them how to handle situations of personal safety. Assure your unconditional love and support.
- Respect your child's feelings.

The bond of affection between parents and children is necessary for a healthy parent-child relationship, and extends to relationships between children, their siblings, and other family members (e.g., grandparents, aunts/uncles, etc) and caregivers.

- Be aware and involved in the activities of the child, the nature of interactions, how they are managing in different spaces.
- Know their friends and their peers.
- Educate them to be aware of different signs to look out for in children.
- Behavioural Signs: Eg: distancing from others, change in attitude, changes in school performance, appetite, sleep patterns etc.
- Physical Signs: Eg: scars, marks on the body, excess fatigue, pain, becoming overly conscious of one's body etc.
- Emotional Signs: Eg: unexplained sadness, being unmotivated, lack of interest, irrational anger being irritated etc.



- Keep teachers/school informed and check in with them on a regular basis in case of any concern or changes noticed in the child.
- Attend the training programs organized by the school for parents to understand and handle discussions in a sensitive manner.
- The school must be kept informed of the pickup and drop arrangements for the child with photos of the adults sent to the admin.
- For any change in the pickup and drop arrangements, an email informing the school of the same needs to be sent well in advance.
- Every student will be given an Identity card at the beginning of each academic year, which must be kept safely. The ID cards should be worn by the students on all Field trips, excursions or any other event as advised by the school. For the younger classes, the ID card is an important identification of the approved individual, to pick the child from the school.

All Staff/Teachers:

Each student is the personal responsibility of the Sprout's Team, and care is taken to educate and practice safety measures with them. These practices are focussed to support the holistic and constructive development of each student. Every member of the Sprouts teaching and non-teaching staff must:

- Be Sensitive to the needs of every student.
- Be mindful of one's own words and actions with the students.
- Treat all students with respect, dignity and kindness at all times.
- Regularly check-in with all students, on a one-on-one conference.
- Be aware of what signs to look for in students for their well-being.
- Observe well to pick up any sign of the student being in distress/being abused physically or emotionally.
- Make use of appropriate channels to provide optimum support.
- Must follow the open door Policy and are not allowed to work with individuals or a group of students, behind closed doors.
- Will not practice casual and informal conversations, body shaming, name calling and sharing biased personal views with peers., inside and outside school premises.



References:

***National Child Protection Policy by Ministry of Women and Child Development, Government of India.
https://wcd.nic.in/sites/default/files/Download%20File_1.pdf***

Juvenile Justice (Care and Protection of Children) Act 2015

Protection of Children from Sexual Offences Act (POCSO Act) by Ministry of Law and Justice, Ministry of Women and Child Development, Government of India, 2012

Tamil Nadu State Child Policy by Government of Tamil Nadu, 2021

The Information Technology Act, 2000

Right of Children to Free and Compulsory Education Act, 2009

This policy will be reviewed every two years to incorporate any changes or amendments.



BULLYING POLICY

Sprouts Montessori High School's anti-Bullying Policy creates a safe, inclusive space where children can learn and grow without fear, aligning with Tamil Nadu school safety norms for Chennai schools.

Philosophy and Purpose

At Sprouts Montessori High School, bullying in any form is unacceptable and zero-tolerance applies in all cases. This policy has specifically been created to prevent bullying, protect victims, empower bystanders, and respond restoratively—prioritizing child well-being at all times; during school hours, trips, transport, and digital use.

Definition and Types

Bullying is repeated, intentional harm/distress caused by one or more persons: physical (hitting, pushing), verbal (name-calling, teasing), social/relational (rumours, exclusion, humiliation), cyber (hurtful online messages/images), psychological. It also includes prejudice-based actions and conversations (caste, gender, disability) during festivals/sports.

1. Prevention Strategies:

- **Integrate empathy, and socio-emotional** is integrated into the learning curriculum
- **Anti-bullying workshops** for students/staff/parents.
- **Staff training to spot signs (e.g., withdrawal, anxiety)**
- **Monitoring of hotspots** (playgrounds, online) during school hours.
- **Promote peer mediation** via student council; bystanders are encouraged to intervene to help

Parent role:

- To monitor behaviour changes, have conversations with the child at home, teach non-retaliation, and report promptly any such behaviour if noticed.

2. Reporting Procedures

- **Students:** Tell trusted teacher/counsellor; anonymous box
- **Staff:** Escalate to coordinator/principal immediately.
- **Parents:** Email the concern; meet at school to discuss home-school observations.
All reports are treated with complete confidentiality.

3. Investigation and Response

- Acknowledgement of the report within 24 hours.
- The principal/counsellor and environment teacher team collaborate to investigate the incident by conducting separate interviews of victim, bully, witnesses (3 days max).
- **Facts are document;** parents of involved parties are immediately notified.
- **Focus:** The aim is to support all parties involved and address the root causes to achieve long term results. The goal here is to understand and not interrogate.

4. Consequences and Interventions

- The consequences and interventions are age-appropriate, progressive sanctions:
- Warning/apology/reflection essay (reviewed by principal/coordinator).
- Counselling for bully/victim.
- Loss of privileges (e.g., no events representation).
Anti retaliation: Every child has a right to their safety and to make reports of bullying if
- needed. Retaliation against a child who reports is prohibited in every way.
- Suspension/expulsion for severe/repeated cases (principal/management decision).
Victim support: Safety plan, therapy.

5. Follow-up and Escalation

- Counsellor monitors both the parties for 1 month.
- Parents of both parties are followed up with to check in on the child's behaviour and impact following intervention.
- Counsellor will conduct need based parent workshops to identify patterns in behaviour.
- Annual review of the policy with stakeholder input; track incidents quarterly.
- Unresolved: Escalate to Chennai District Child Protection Unit or NCPCR helpline (1098).

This policy will be reviewed every two years to incorporate any changes or amendments.

HEALTH, SAFETY AND SECURITY POLICY

“Healthy children are more likely to attend school and are better able to learn. Healthy workers are more productive.”

- Seth Berkley

1. Policy Philosophy and Purpose

Sprouts Montessori High School ensures emotional, social, physical, and intellectual safety for students, staff, parents, and visitors. This policy provides clear guidelines for health, safety practices, and grievance resolution, integrating wellness into the curriculum (e.g., hygiene, balanced diet, anti-bullying awareness). It promotes risk assessment, emergency preparedness, and stakeholder collaboration.

2. General Principles

- Wellness covers physical education, yoga, supervised play, and age-appropriate education on internet safety, puberty, substance abuse, and gender sensitivity.
- Prohibits tobacco, alcohol, drugs on campus; enforces disciplinary actions.
- Promotes handwashing, grooming, no junk/non-veg food
- No staff administers medication; parents must attend if needed.

3. Key Safety Measures

- **Physical:** First-aid kits everywhere; staff trained annually on first-aid/CPR by Kauvery Hospital. Medical records shared for allergies/asthma.
 - **Pick/Drop:** 2+ adults supervise; ID cards mandatory; notify changes via email with photos. Late pick-up (>15 min) supervised at parent cost.
 - **Lab / ICT:** Adult supervision only; trained staff handle hazards; firewalls block inappropriate content.
 - **Field Trips:** Teacher-student ratio maintained; parental consent, ID cards, updates via WhatsApp; emergency medical response by staff.
- Special Cases:** Matrimonial disputes prioritize child well-being (legal docs required); emergencies need principal consent form.



4. Grievance Procedures

Segregated by complainant; timelines ensure resolution. Acknowledge in writing within 2 days; maintain 3-year records.

a. Parent Complaints

Step 1: Emailclass coordinator (3-day resolution).

Step 2: Escalate to principal (5-day meeting, 7-day outcome).

Step 3: Founder Director (10-day final decision)

b. Teacher/Staff Complaints

Step 1: Supervisor/HR (3 days).

Step 2: Principal (5-day investigation, 7-day outcome).

Step 3: Management Board (10 days)

c. Student Complaints

Step 1: Teacher/counsellor (2days; student-friendly form).

Step 2: Coordinator (3-day meeting, 5-day resolution).

Step 3: Principal (5 days); serious cases to child protection committee.

d. Preparedness

Regular risk assessments, fire extinguishers, CCTV, certified building, sanitization.

Training of staff to create awareness.

Counsellor support; local authority coordination.

5. Visitor Entry Protocols

- All visitors (parents, vendors, contractors) enhance safety through controlled access at a single main gate manned by security guards.
- Escorted by staff to authorized areas only—no access to classrooms, labs, or staffrooms without prior approval.
- Pre-approved parents via email/school app; vendors scheduled and supervised. No unannounced visits; minors not allowed as visitors. Prohibited items (e.g., weapons) checked. Violations lead to denial of entry and reporting to authorities.

6. Fire Safety Protocols

- Fire alarms, extinguishers in all areas (checked monthly); no flammable storage; clear exits marked. Annual staff training.
- Assembly at designated safe zones; headcount within 5 minutes; alert fire services (101) and parents. No re-entry until all-clear.

7. Natural Disaster Precautions

- Shelter-in-place or evacuate per alert (e.g., cyclone). Chain of command: Principal directs; communicate via app/SMS to the parents. Post-event: Damage assessment

This policy will be reviewed every two years to incorporate any changes or amendments.

INFIRMARY PROCEDURES POLICY

Purpose and Scope:

This policy outlines procedures for managing student and staff health needs in the school infirmary (sick room), ensuring prompt, safe care aligned with health and safety standards. It promotes a healthy learning environment, with first aid, illness management, and emergency response. All staff receive mandatory annual training from Kauvery Hospital on first aid and CPR.

1. Infirmary Facilities:

There is a designated sick room with bed, close to the main desk, to ensure constant monitoring of the space.

- First aid kits have been placed in infirmary, labs, and admin desks.
- Medical records are maintained for all students, noting allergies, asthma, medications, and conditions in the admission files and the same is communicated to the teachers-in-charge.
- The school maintains a strict policy prohibiting staff from administering routine medication to students. Parents or guardians are required to attend to such needs for younger learners.

2. Daily Procedures:

Trained attendant monitors ill students; isolates contagious cases (e.g., fever, cough, lice). Parents notified immediately via phone/email and if required, early pickup of the child is requested.

- At school we consistently advocate handwashing; adults and students to wear masks for coughs/colds; bi-monthly campus sanitization.
- Students rest under supervision; hydration and basic comfort is provided.

3. Emergency Procedures:

- The principal and parents are immediately informed CPR or emergency med when given,
- will be followed by a phone communication to the parents
Staff escorts the child immediately to Kauvery Hospital.
Transport will be provided by the school.

4. **Added Critical Procedures:**

- **Infectious Diseases:** Refer to School Counsellor; crisis line if needed.
- **Mental Health Crises:** Quarantine guidelines (e.g., COVID protocols).
- **Post-Incident :** Debrief the parent with a follow-up call
- **Field Trips:** Portable kits; 1:15 staff-student ratio

5. **Parental Responsibilities:**

- Update medical info annually.
- Do not send ill children; provide pickup for authorized adults only.
- Consent for emergencies/shared via app.

This policy will be reviewed every two years to incorporate any changes or amendments.



COMPLAINT POLICY

Sprouts Montessori High School maintains a structured Complaints Policy and Grievance Procedures aligned with Indian educational regulations, emphasizing fair and timely resolution for all stakeholders.

1. Policy Purpose:

The Complaints Policy assists students, parents/guardians, and staff at Sprouts Montessori High School in addressing grievances through a channelized, transparent process. The school values stakeholder feedback to foster confident, holistic development in a safe environment. It covers formal complaints against the school, staff, peers, or operations, distinguishing informal concerns (expressions of worry seeking reassurance) from formal complaints (dissatisfaction requiring action).

Scope:

2. This policy applies to day-to-day formal and informal complaints from parents, teachers, and students regarding academic, administrative, or behavioural issues. Exclusions include anonymous vexatious complaints, academic judgments (e.g., exam results) or matters under legal proceedings.

3. Key Principles:

- Open, honest, fair handling with empathy and confidentiality.
- Timely resolution: Informal concerns within 2 working days; formal complaints within 7-15 working days per level.
- No retaliation against complainants
- Vexatious complaints (abusive, repetitive) may be closed with notice.

4. Segregated Procedures:

Procedures are tailored by complainant type, with escalating levels. All steps require written acknowledgment within 2 working days.

Parent/Guardian Complaints

5.

Step 1 (Informal/Class Level)

: Discuss with class teacher/coordinator via email/in-person.

Resolution targeted within 3 days.

Step 2 (Formal -Principal): If unsatisfied, email management@sproutsmontessori.in. Meeting within 5 days; resolution within 7 days.

Step 3 (Escalation/Founder Director): Matter will be taken to the Founder Director. Review/meeting within 7 days; final internal resolution within 10 days.

6. Teacher/Staff Complaints:

Step 1 (Informal): Raise with coordinator verbally/in writing. Resolution within 3 days.

Step 2 (Formal/Principal): Submit to principal. Investigation/meeting within 5 days; outcome in writing within 7 days.

Step 3 (Escalation/Founder Director): Escalate to Founder Director. Full review within 10 days; binding decision.

7. Student Complaints:

Step 1 (Informal/Peer-Teacher): Encourage direct talk with teacher/counsellor. Resolution within 2 days; parent involvement if needed.

Step 2 (Formal/Coordinator): Submit via email to coordinator or direct meeting. Age-appropriate meeting within 3 days; resolution within 5 days.

Step 3 (Escalation/Principal): Escalate to principal. Review within 5 days; final school decision. For serious issues (e.g., bullying), involve parents and report to child protection in-charge (counsellor).

Sprouts Montessori High School is a progressive school; we provide a nurturing world for the young Minds with holistic education. We have grown with the support of like-minded parents. We welcome and support the constructive feedback parents provide for the welfare of the children.

This policy will be reviewed every two years to incorporate any changes or amendments.

TEACHER'S POLICY

“The greatest sign of success for a teacher is to be able to say that the children are now working as if I did not exist.”

— Dr. Maria Montessori

At Sprouts Montessori High School, students are evolving young learners, and teachers are expected to be active, reflective, and open-minded professionals. This policy sets clear expectations for professional behaviour, student care, school culture, and legal/ethical compliance, aligning with both Montessori principles and Cambridge programme standards.

1. General Expectations & Professionalism

- Present oneself each day with a **“spirit of open inquiry and receptivity”**, supporting the learning environment with humility, curiosity, and a growth mindset.
- Be conversant with the Montessori philosophy and the Cambridge syllabus (textbooks), as well as the **school’s vision, mission, and ethos**.
- Act as a **brand ambassador of Sprouts**, upholding the school’s reputation in all interactions, both within the school and in external forums (seminars, workshops, conferences, social media).
- Maintain **professional, respectful, and inclusive relationships** with students, colleagues, non-teaching staff, and parents, free from bias based on religion, caste, language, gender, disability, or socio-economic background.
- Inform the school management when taking home tuitions; **obtain prior written permission** before providing home tuitions for any student, especially those who are differently abled or need additional support.
- Ensure **regular attendance** on all working days as per the school calendar and inform the coordinator promptly in case of absence or unavoidable leave.
- Respect **school property and intellectual resources**; all content created or used in the school (lesson plans, worksheets, presentations, assessments, learning materials, etc.) is the sole property of Sprouts Montessori High School.
- **Do not share, sell, or use** school content for personal benefit or with external parties without prior written permission from the management.
- **Be punctual** for classes, meetings, duties, and events; avoid cancelling or postponing classes without a valid reason and prior approval from the coordinator or management.
- Read, understand, and follow the **School Policies, School Calendar, and Internal Rules and Regulations**, which cover leave, attendance, grooming, salaries, grievances, and resignation procedures.

2. Qualifications, Professional Growth & Staff Well-Being

- Teachers are expected to be qualified professionals in both the programme they teach, depending on their assigned roles.
- Sprouts seek to empower and support every teacher as a lifelong learner, encouraging personal and professional growth while maintaining a healthy work–life balance.
- Each teacher is expected to actively engage in professional development by attending a minimum of two workshops per academic year, focused on pedagogical, subject-specific, or personal-growth areas.
- The school conducts in-house training programmes, concept-based and skill-based workshops, to help teachers stay updated with curriculum changes, assessment practices, and active-learning strategies.
- Teachers are encouraged to participate in external workshops, conferences, and professional collaborations with other institutions, provided they plan for coverage and ensure continuity of learning during their absence.
- The school may support teachers in pursuing further education or certification (where applicable), on a case-by-case basis, to strengthen teaching quality and alignment with educational standards set by the institution.

3. Professional Integrity & Ethical Conduct

- Maintain honesty, transparency, and integrity in all academic and administrative duties, including planning, assessment, reporting, and communication with stakeholders.
- Avoid any form of cheating, malpractice, collusion, or academic misconduct in examinations or assessments.
- Fulfil all assigned duties (timetable, homework correction, feedback, reporting, meetings, and duties) without negligence or delay.
- Keep qualifications, experience, and references accurate and updated in all official documentation.
- Adhere to national laws and regulations, including the Child Protection / Child Rights framework, Right to Education norms, and anti-discrimination guidelines, within the school context.

- Immediately **report any suspected abuse, harassment, or serious misconduct** to the designated safeguarding lead or management.
- **Avoid any financial or personal exploitation** of students or their families (e.g., pressuring for private tuitions, commercial endorsements, or favors).

4. Interactions with Students

- Treat every student with *dignity, respect, and care*, recognizing their individuality and developmental needs.
- Maintain strictly *professional boundaries*; avoid any abusive, sexual, or emotionally manipulative behaviour or language.
- **Do not humiliate, ridicule, shout at, or use physical punishment**; discipline must be fair, consistent, and non-violent, based on clear rules and consequences.
- **Create a safe and psychologically secure environment**; avoid being alone with a student in closed, invisible areas and report any boundary-related concerns promptly.
- Demonstrate *patience, empathy, and encouragement*, modelling positive behaviour that students can emulate.
- **Establish clear and defined rules and boundaries** in the classroom and outside, and communicate consequences for breach of rules in a calm and consistent manner.
- Any persistent behavioural or academic issue involving a student must be discussed with the coordinator and principal, and parents may be involved as appropriate, following the *school's internal protocols*.

5. Assessment, Reporting & Fairness

- Design and communicate clear *assessment* criteria in advance, aligned with the learning outcomes of the Montessori and Cambridge curriculum.
- Mark and report student work *fairly, objectively, and without bias or favoritism*, ensuring that all students are assessed on merit.
- **Avoid assisting** students during examinations or *manipulating grades* for personal reasons.
- **Maintain confidentiality** of student records; share information only with authorized persons or parents, as per school policy.
- Ensure that all assessment work is *documented regularly and systematically*, following the school's norms for record-keeping.

- Prepare *assessment materials thoughtfully and correct work promptly*, providing constructive and specific feedback to support student growth.
- Contribute to Growth Analysis Reports or termly progress reports that reflect both academic and co-curricular development, in a *clear, positive, and honest* manner.

6. Academic Planning, Teaching & Use of Content

- Teachers must have a *sound grasp of the curriculum and subject knowledge*, as well as effective and active learning strategies suitable for both group and individual learning.
- Plan lessons that are *challenging, engaging, and differentiated*, based on students' Zone of Proximal Development (ZPD) and learning profiles.
- Ensure lesson plans contain *explicit, measurable learning outcomes* that are achievable yet appropriately rigorous.
- Homework and tasks must *be purposeful, aligned with learning outcomes*, and manageable in terms of student workload.
- *Avoid using school materials for personal purposes*; all content (hard and soft copies) belongs to the school and must carry the Sprouts Montessori High School watermark or label where applicable.
- Any content a teacher wishes to use in an external setting (presentation, workshop, publication) must *obtain prior written permission* from the management.

7. Classroom Environment, Materials & Safety

- The classroom is treated as a prepared environment and a learning material in itself. Teachers must maintain a neat, aesthetically pleasing, and orderly setup that supports independent work and exploration.
- Display student work in the classroom and common areas to celebrate achievement, inspire peers, and foster a growth mindset.
- Be prepared with differentiated materials for each student or group, ensuring that learning is experiential, engaging, and inquiry-based.

- Follow school protocols for purchasing, creating, sharing, and storing teaching materials, and report any damaged or lost items promptly.
- Maintain accurate documentation of student records, reports, observations, books, diaries, and stationery.
- Be fully familiar with the school's safety norms, first-aid procedures, and emergency protocols; students must always be under supervised care during school hours.

8. Dress, Behaviour & Personal Conduct

- Adhere to a **professional dress code** (e.g., business-casual or formal, as defined by the school), presenting oneself as a role model for students.
- Maintain **composure and professionalism**; avoid shouting, rude language, or public outbursts of anger.
- **Refrain from using intoxicants or substances** that could impair judgment during school hours or school-related events.

9. Interactions with Colleagues & Management

- Treat all colleagues and management with **respect, professionalism, and courtesy**, avoiding gossip, defamation, or public criticism.
- Foster a **collaborative culture** by sharing resources, ideas, and best practices, and supporting the professional growth of junior or new colleagues.
- **Voice disagreements or concerns through formal and appropriate channels** (e.g., meetings, written communication) rather than through students, social media, or informal groups.
- Participate in **peer teaching, observations, and collaborative planning** to strengthen pedagogical practice and curriculum implementation.

10. Interactions with Parents & the Community

- Communicate with parents in an **honest, respectful, and constructive manner**, keeping the child's well-being and learning at the center.
- Avoid casual or informal conversations about a student with parents outside scheduled meetings; **all school-related communication should be directed through official channels** (email, parent-teacher meetings, or designated platforms).

- **Follow the school calendar** for parent-teacher meetings and ensure timely reminders and clear communication.

11. Use Of Technology & Social Media

- Use **school-owned devices and internet only for professional purposes**, in line with the school's IT and data-protection policy.
- Do not share photos, videos, or personal details of students on public platforms without informed consent from parents and prior approval from management;
Maintain confidentiality
- **Protect all confidential data** (test papers, grades, medical/psychological records) from unauthorized access or disclosure.
- **Represent the school positively** in external communications, interviews, or social-media posts, avoiding any statement that may harm the school's reputation or mislead stakeholders.

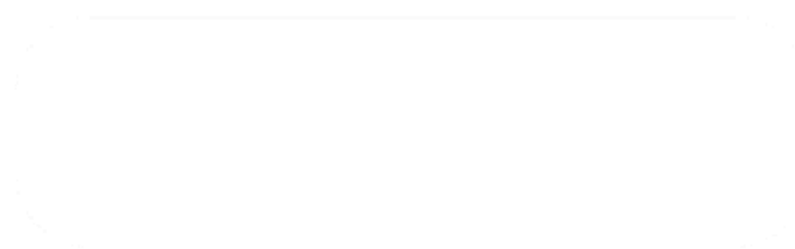
This policy is reviewed periodically to ensure alignment with international standards, Indian regulatory frameworks, and the evolving needs of Sprouts Montessori High School. All teachers are expected to sign and adhere to this Code of Conduct as a condition of employment and continued association with the school.

This policy will be reviewed every two years to incorporate any changes or amendments.



PARENT HANDBOOK

2026 - 2027





Introduction

AtSprouts Montessori High School, we cultivate curious minds, independent spirits, and joyful learners in a nurturing environment. We recognise parents as integral partners in the educational process. The school adopts a collaborative approach that places the child at the centre of all decisions and practices. This partnership is built on shared responsibility, mutual respect, and aligned expectations, with both the school and parents working together to support the holistic and well-balanced development of every learner. This Parent Handbook serves as your essential guide to our policies, procedures, and shared expectations, designed to partner with you in fostering your child's holistic growth. Together, let's nurture every Sprout to blossom into confident, compassionate individuals ready to thrive in the world.

Philosophy of Partnership

AtSprouts Montessori High School, education is viewed as a shared commitment between the school and parents. While the school provides a safe, nurturing, and enriching learning environment, parents are expected to actively support and reinforce the school's values, processes, and expectations at home. This shared approach ensures consistency and enables the development of confident, responsible, and independent learners.

PROGRAMME THE TODDLER PROGRAMME

“Wemusttrustthattheyaredevelopingalong theiruniquepath,intheiruniqueway,ontheir uniuqetimeline.” – Simone Davies

The Toddler Programme (1.5 to 3 years) at Sprouts Montessori High School is designed to support the early developmental needs of children through a carefully prepared environment that fosters independence, exploration, and self-directed learning. The prepared environment has a 1:10 teacher-to-student ratio to ensure individualised attention and meaningful engagement.

Grounded in the Montessori philosophy of “following the child,” the programme places emphasis on allowing children to learn at their own pace, without too many imposed expectations. Children are encouraged to engage with the materials independently as well as collaboratively, guided by trained adults within the environment. The primary objective of the Toddler Programme is to nurture independence while supporting the development of coordination, concentration, and confidence in the child.

Understanding the Toddler Child

A toddler is an active learner who absorbs information from their surroundings through observation, imitation, and repetition. As articulated by Maria Montessori, children from birth to six years possess an Absorbent Mind and experience Sensitive Periods—critical phases during which they are naturally drawn to specific aspects of development, such as movement, language, and order among others.

Behaviours that may often be perceived as restlessness or impulsivity are, in fact, expressions of developmental needs of that age group. The prepared environment is designed to respond to these needs through purposeful activities.

Curriculum Framework

The Toddler environment provides a comprehensive framework across the following areas:

- Practical Life: Activities that build independence through everyday tasks focused on caring for oneself and the environment.
- Food Preparation: Opportunities for children to prepare and consume simple food independently, fostering responsibility and confidence.
- Manipulatives: Materials that enhance fine motor skills, hand-eye coordination, and precision of movement.
- Sensorial: Activities that help explore differences in size, shape, texture, sound, colour etc and refine the senses.
- Language: Development of oral language through real objects, visual aids, conversations, stories, and songs.
- Art: Creative expression through painting, drawing, and craft activities.
- Music: Engagement through songs, rhythm, and group participation.
- Movement: Physical development through play, exercise, yoga, and dance.
- Grace and Courtesy: Development of social skills through guided interactions and behavioural modelling.

The environment is thoughtfully prepared with child-appropriate materials that are accessible, purposeful, and aesthetically inviting.

Approach to Independence and Discipline

Children are provided with freedom within clearly defined limits. They are encouraged to make choices, work independently, and progress at their own pace. Adults guide behaviour & exploration through clear communication and redirection rather than rewards or punishment, fostering intrinsic motivation and self-regulation.



Toilet Learning

Toilet learning is approached with sensitivity and respect for the child's pace of development. The process is supported by trained adults through encouragement and positive reinforcement, with the goal of fostering independence in a secure and respectful manner.

THE PRIMARY PROGRAMME

The Primary Programme at Sprouts Montessori High School is a three-year cycle comprising Pre-KG, LKG, and UKG. It is designed to build foundational academic, social, and emotional skills through a combination of structure and flexibility available in the Montessori environment. A mixed-age classroom encourages peer learning, collaboration, and leadership, enabling children to learn from one another while developing confidence and independence. The programme emphasises experiential learning, where children engage with concrete materials and hands-on activities as the foundation for academic exploration.

Understanding the Primary Child

Children in the Primary environment (ages 3–6) are characterised by:

- A highly absorbent and curious mind
- A growing interest in understanding their surroundings
- Increasing independence and self-direction

This stage marks the beginning of structured academic learning, supported by hands-on experiences and exploration.

Curriculum Framework

The Primary curriculum is individualised to meet the developmental pace of each child and includes the following areas:

- Practical Life: Development of independence and life skills
- Sensorial: Refinement of sensory perception and categorisation
- Arithmetic: Introduction to mathematical concepts through concrete materials
- Language: Development of communication skills across oral, visual, and auditory formats
- Culture: Exploration of the natural world and environment

In addition to academic learning, children participate in co-curricular activities such as art, music, yoga, dance, and physical education, along with field trips and experiential learning opportunities that contribute to their holistic development.

The Learning Environment

The Primary classroom is a carefully prepared environment that promotes order, independence, and purposeful learning. Materials are organised sequentially to support developmental progression and are accessible to children for independent exploration once introduced.



Learning extends beyond the classroom through real-life experiences, interactions, and guided discovery. Adults in the environment act as facilitators, supporting both cognitive and social development while nurturing curiosity and imagination.

THE LOWER ELEMENTARY PROGRAMME

“One test of the correctness of educational procedure is the happiness of the child.”

– Maria Montessori

The Lower Elementary Programme at Sprouts Montessori High School (Grades 1 to 3) is designed to support the developmental transition of children into a phase of reasoning, exploration, and collaborative learning. The programme provides opportunities for intellectual engagement through hands-on work with material, new experiences and real-world connections, while ensuring individualised attention within the learning environment.

Children at this stage are guided to explore their interests in depth, with adults facilitating learning through structured presentations and meaningful follow-up work.

Understanding the Lower Elementary Child

Children in the age group of 6 to 9 years demonstrate:

- A developing reasoning mind with a strong desire to understand the “why” behind concepts
- A shift from concrete experiences to abstract thinking, supported by imagination
- An increasing preference for collaborative work and peer interaction
- A growing interest in meaning, purpose, and moral understanding

Learning at this stage is driven by inquiry, discussions, and project-based exploration.

Curriculum Framework – Cosmic Education

The Lower Elementary curriculum is grounded in the principle of Cosmic Education, a core philosophy introduced by Maria Montessori, which encourages children to develop a sense of connection with the world and their place within it.

The curriculum is interdisciplinary and includes the following core areas:

- Language: English, Hindi, Tamil
- Mathematics: Arithmetic and Geometry
- Science: Zoology and Botany
- Culture: History and Geography

In addition to core academics, students participate in co-curricular areas such as art, music, theatre, physical education, and environmental studies, contributing to their overall development.



The Learning Environment

The Lower Elementary environment is carefully prepared to support:

- Freedom within structure, enabling independent choice and responsibility
- Order and organisation, reflecting a structured approach to learning
- Collaborative engagement, encouraging peer interaction and teamwork
- Experiential learning, through field visits and real-world exploration

The environment nurtures curiosity, independence, and a deeper understanding of the interconnectedness of knowledge.

THE UPPER ELEMENTARY PROGRAMME

The Upper Elementary Programme (Grades 4 and 5) builds upon the foundation established in the earlier years, further strengthening the child's ability to think critically, reason logically, and engage with increasingly abstract concepts. Students are provided with opportunities for deeper inquiry, collaborative learning, and independent exploration, supported by educators' guided facilitation.

Understanding the Upper Elementary Child

Students in this stage typically demonstrate:

- Advanced logical reasoning and pattern recognition
- The ability to visualise and apply abstract concepts across contexts
- Developing moral awareness and a sense of social responsibility
- A strong inclination towards group work and collaborative functioning
- An increasing interest in exploration, innovation, and problem-solving

The programme supports the child's transition into a more socially aware and intellectually independent learner.

Curriculum Framework – Cosmic Education

The curriculum continues to be guided by the principles of Cosmic Education, with a deeper and more analytical engagement across disciplines:

- Language: English, Hindi, Tamil
- Mathematics: Arithmetic and Geometry
- Science: Zoology and Botany
- Culture: History and Geography
- Finance

Students also participate in a range of co-curricular activities, including art, music, dance, physical education, and environmental studies, supporting their holistic development.



The Learning Environment Promotes:

- Independent learning and self-direction
- Collaborative engagement and shared responsibility
- Critical thinking and reflective inquiry
- Real-world application of knowledge through projects and exploration

The prepared environment continues to serve as a key facilitator of learning, encouraging students to discover, question, and construct knowledge meaningfully.

THE LOWER SECONDARY PROGRAMME (GRADES 6–8)

The Lower Secondary Programme is designed to support the transition from childhood to adolescence, with a focus on developing independence, critical thinking, and self-directed learning.

The programme provides a rigorous yet balanced academic framework, integrating conceptual understanding with real-life applications. Students engage in collaborative learning experiences that build communication, leadership, and problem-solving skills.

Understanding the Lower Secondary Learner

At this stage, learners demonstrate:

- A growing sense of identity and individuality
- Increased capacity for abstract thinking and critical analysis
- A need for collaboration, belonging, and social interaction
- Curiosity and a desire to explore real-world relevance
- Emerging responsibility for their own learning

The programme supports these developmental needs through a student-centred and inquiry-based approach.

Curriculum Framework

The curriculum emphasises interdisciplinary learning, where concepts are connected across subjects and applied in meaningful contexts. Learning is supported through reading, discussion, research, and practical application.

Core subject areas include:

- Languages: English, Hindi, Tamil, French
- Mathematics & Geometry
- Sciences: Physics, Chemistry, Biology
- Social Sciences
- Computer Science
- Global Perspectives
- AI and Robotics
- Finance



Experiential Learning – Farming Programme

An integral component of the Lower Secondary Programme is the Farming Curriculum, reflecting the Montessori emphasis on real-life experiences connected to nature. Students engage in hands-on field work, enabling them to:

- Develop an appreciation for nature and sustainability
- Understand the value of effort and labour
- Build teamwork, responsibility, and decision-making skills
- Connect classroom learning with practical application

This experience plays a significant role in fostering independence, resilience, and environmental awareness.

THE UPPER SECONDARY PROGRAMME (GRADES 9–10)

The Upper Secondary Programme is a two-year academic phase designed to prepare students for advanced learning pathways through a structured, inquiry-driven, and application-based approach.

The curriculum integrates academic rigour with the Montessori philosophy of active learning, enabling students to reflect, analyse, and take ownership of their learning goals.

Understanding the Upper Secondary Learner

Learners at this stage demonstrate:

- Advanced critical thinking and analytical abilities
- Strong independent learning skills and self-discipline
- The ability to interpret and apply complex concepts
- Effective communication and collaboration skills
- Adaptability to varied learning environments

Curriculum Framework

The curriculum offers a comprehensive range of subject groups:

- Group 1 – Languages:
 - i. English (First or Second Language)
 - ii. Second Language Options: Tamil, Hindi, French
- Group 2 – Humanities and Social Sciences:
 - i. Environmental Management (EVM)
- Group 3 – Sciences:
 - i. Physics
 - ii. Chemistry
 - iii. Biology



iv. Coordinated Science

- Group 4 – Mathematics (Compulsory)
- Group 5 – Professional and Creative Subjects:

i. Accounting

ii. Economics

iii. Business Studies

iv. Information and Communication Technology

v. Computer Science

Learning Approach

The programme emphasises:

- Inquiry-based and experiential learning
- Application of knowledge in real-world contexts
- Collaborative learning and peer engagement
- Continuous assessment and reflective practices

Students are supported in developing clarity of thought, academic competence, and readiness for future educational pathways.

RULES & REGULATIONS:

1. Attendance and Punctuality

Parents play a key role in ensuring students maintain a minimum of 90% attendance as per school guidelines, fostering uninterrupted progress in their Montessori education. To support this, please ensure your child attends school regularly, arrives on time each day, and is picked up promptly after dispersal—this helps maintain our structured environment and allows every Sprout to fully engage in their daily learning adventures.

ENVIRONMENT TIMINGS

Toddler Programme: 9:00 AM – 12:30 PM

Primary Programme: 8:45 AM – 2:30 PM

Lower Elementary Programme: 8:10 AM – 2:45 PM

Upper Elementary Programme: 8:10 AM – 3:00 PM

Lower Secondary Programme: 8:10 AM – 3:00 PM

Upper Secondary Programme: 8:10 AM – 3:00 PM

- Leave requests must be communicated in advance through emails with the reason.
- Extended/Planned leave (3 days or more) requires prior approval from the school.



2. Communication with the School

Parents are expected to use only official communication channels for all school-related correspondence.

Official Email Channels

- Toddler & Primary: primary@sproutsmontessori.in
- Lower & Upper Elementary: elementary@sproutsmontessori.in
- Lower & Upper Secondary: highschool@sproutsmontessori.in
- Administrative Enquiries: admin@sproutsmontessori.in
- Escalations: management@sproutsmontessori.in
- Maintain respectful and professional communication with all members of the school community.
- Refrain from discussing concerns/giving information informally during drop-off or pick-up times.
- Attend all scheduled workshops & Parent-Teacher Meetings (PTMs).
- Respond to school communication in a timely manner.

3. Support for Learning and Development

Support your child's Montessori journey at home by encouraging independent work without excessive assistance, ensuring they regularly review their school diary, complete assigned tasks, and come prepared with all required materials. Promote daily reading habits and meaningful learning opportunities that connect classroom lessons to the real world, while embracing our approach to joyful, self-directed learning. Establish a structured daily routine with adequate rest, limited screen time, and regular physical activity to nurture their overall development and readiness for school.

4. Health, Hygiene, and Well-being

To safeguard our children's well-being, students should attend school only when in good health, maintaining high personal hygiene and grooming standards at all times. Please inform the school in advance of any medical conditions, and note that all medication must be administered at home, as our staff are not authorised to do so. In the rare event of a medical emergency, the student will be promptly taken to Kauvery Hospital, Alwarpet, accompanied by a teacher and the Environment Coordinator; parents will be informed immediately and kept updated throughout.



5. Uniform Guidelines

Uniform is mandatory except on designated occasions.

Standard Uniform

- Sprouts T-shirts (prescribed colours) | Blue track pants | Footwear: Comfortable footwear until Upper Elementary environment.
- Secondary: White canvas shoes with white socks
- Grooming

i. Neat appearance at all times

ii. Boys: Short hair combed neatly

iii. Girls: Tied or braided hair

iv. Nails: Short and clean

Events & Field Trips

For all school events, field trips and excursions, the students must wear the designated color of the school T-shirt, carry their school ID card, and wear closed and comfortable footwear.

6. Prohibited Items

To maintain a distraction-free zone that nurtures concentration and creativity, students are not allowed to bring items such as trading cards, Beyblades, fidget spinners, digital watches, or any other objects that could cause disruption during school hours. Additionally, we discourage wearing smartwatches or expensive, large jewellery on regular school days, as these can divert attention from learning—please reinforce this at home to help our Sprouts thrive in their Montessori journey.

7. Safety and Security Protocols

To ensure the safety and well-being of our children, parents must communicate all authorised pick-up arrangements in advance through the school office or parent portal. Please follow our established procedures for early pick-ups or any last-minute changes, allowing us to verify details promptly. During drop-off and pick-up times, adhere to traffic guidelines, park only in designated areas, and respect the instructions of our support staff to maintain a safe and orderly environment for everyone.



8. Nutrition

As partners in your child's holistic development, parents are responsible for providing healthy, balanced vegetarian meals that support their growth, energy, and learning at school. Please pack nutritious options rich in fruits, vegetables, whole grains, and proteins while strictly avoiding junk food, sugary snacks, or any restricted items as per our school nutrition policy—this helps foster mindful eating habits and maintains a healthy environment for all our Sprouts. There is a strict no outside food delivery policy that the school follows.

9. Participation and Engagement

We warmly encourage you to actively participate in our school events and programmes, such as parent-teacher meetings, cultural celebrations, and workshops, to strengthen our nurturing community. Your support in your child's academic and co-curricular development—through homework assistance, attending performances, or cheering at sports days—plays a vital role in their success. Kindly adhere to all timelines and commitments outlined in school communications to ensure smooth collaboration and the best outcomes for our little Sprouts.

10. Financial and Administrative Responsibilities

Parents are expected to ensure the timely payment of all fees as per school guidelines.

Fee Policy: Fees must be paid as per the school calendar timelines:

- 1st Instalment: By 15th April, 2026
- 2nd Instalment: By 15th September, 2026

Applicable taxes (GST) will be included as per regulations. Delayed payments will attract late fees. Non-payment may result in the student's name being removed from the rolls.

Fees once paid are non-refundable.

Students withdrawing mid-year are liable to pay the full year's fee.

Fee revisions are subject to school policy.

Withdrawal Policy

Parents seeking to withdraw their child must submit a formal request via email through official communication channels. Informal communication will not be considered as official intimation to the school.

Requests for Transfer Certificate (T.C.) for the upcoming academic session (commencing 01 April) must be submitted on or before 15th February 2027.

The preparation of the Transfer Certificate will require a minimum of three working days from the date of formal request.

Students withdrawing during the academic year or after the stipulated timeline will be liable to pay the full year's fees.

Parents are required to complete all financial and administrative formalities for the withdrawal process to be processed.



11. Respect for School Property & Community

Parents are vital in modelling our core values: please take responsibility for any damage or loss caused by your child, upholding respect, empathy, and integrity towards all school employees at all times. Refrain from any behavior that disrupts school functioning, and actively support us in creating an inclusive, positive environment where every Sprout feels valued and safe to grow.

12. Adherence to School Policies and Guidelines

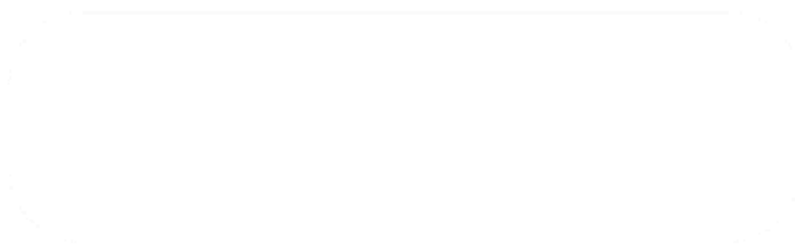
We invite you to familiarize yourself with all school policies outlined in this handbook, ensuring full compliance with our expectations to create a harmonious learning space. By supporting the school's fair decisions on discipline and conduct, you help reinforce the values of responsibility and respect that we instill in every Sprout, strengthening our shared commitment to their success.

Conclusion

The partnership between parents and the school is fundamental to the holistic development of every learner. By fulfilling these responsibilities, parents contribute to a structured, supportive, and enriching educational environment aligned with the vision of Sprouts Montessori High School.



STUDENT HANDBOOK





SPROUTS MONTESSORI HIGH SCHOOL (Toddler – Grade X)

Our Vision:

To be a progressive school, with international standards, that fosters independence, leadership, and mindfulness in every learner. Provide a nurturing world for the young minds with holistic education, with the unique pedagogy of Montessori with an international curriculum.

Our Mission:

1. Provide a secure and safe learning environment, that values and nurtures the emotional, social, intellectual, and physical needs of every child
2. Chart out unique growth paths for each child, with a well-balanced curriculum
3. Collaborate with industry experts to enrich learning experiences
4. Train and invest in our teaching and non-teaching staff to empower them with confidence, knowledge and skills
5. Use technology to teach, learn and connect the prime shareholders of the school for effective communication

Philosophy:

At Sprouts Montessori, our endeavour is to provide concrete and abstract real-life experiences to every student, to build customised learning pathways that develop growth mindsets.

We strongly believe that a sustained engagement with different genres/areas of learning, will engage learners in a holistic development of their skills and knowledge.

Our approach is to adopt differentiated and creative formats of teaching and learning strategies, which will empower our students to become lifelong and independent learners.

Every belief is embedded deep in our values of mutual respect, integrity and empathy with our students, parents and the members of our teaching and non-teaching community; inside and outside school.

Core Beliefs:

- Each child is unique
- Always follow and steer the child
- Each child must be encouraged to become Lifelong Learners
- It's the PROCESS not the end result that matters

What We Aim To Do:

- Lead young minds to become critical thinkers.
- Allow each child to explore their learning process, following the interests and needs of each child.
- Develop independent learners, who are confident and good human beings.
- Provide a safe and secure environment that nurtures and allows each child to flourish.
- Encourage the growth mindset of each child, making them believe in themselves
- Help the learners to set their own goals and guide and mentor them to achieve it.

PRAYER	SPROUTS SCHOOL SONG
<p>Gayatri Maha Mantra Om Bhur Bhuvah Swah Tat Savitur Varenyam Bhargo Devasya Dhimahi Dhiyoyo nah Prachodayat</p>	<p>A home away from home, We think of as our own, A place we are happy to go to! Caring teachers show the way Let us learn at our own pace There're so many activities we can do.</p>
<p>Hindi Prayer Hey Bhagwan! Tujhe Pranam Tere Bachche, Hum ho Sachche Pade Likhenge, Yog Banenge Kaam Karenge, Nahi Darange Nishya Badenge, Bade Chalenge Do Vardhan, Hey Bhagwan!</p>	<p><u>Chorus:</u></p> <p><i>Sprouts! My School! It's a SUPER place Sprouts! My school! Gives me all the space To ask, to find Explore my mind Grow into a person I want to be Sprouts helps me discover me!</i></p>
<p>English Prayer Oh my God bless this day Bless each work and play Bless my father, my mother, my brothers and sisters Bless us all Oh God we Pray! Thank you, God, for the world so sweet, Thank you, God, for the food we eat Thank you, God, for the birds that sing Thank you God for Everything!</p>	<p>We understand we're not the same We all learn in different ways We learn to think independently! We learn the right from wrong Build a heart and mind that's strong So caring people we grow up to be! Chorus...!</p> <p>Whether to work Whether to play At Sprouts I know that I can choose! Listen to others Speak out my mind At Sprouts I learn decide what I can do! Chorus...!</p>



EXPRESSIONS

What we hear, what we think Shape the people that we become
What we speak, what we do Show the world just who we are!
We are small, we are young
But we do such marvellous things! What we learn, what we feel
Define us as human beings! (2)

Hate and anger, result in fear
Sadness and confusion People hurt each other
For causes meant to unite. We are learning still, oh people
To walk together like brothers Look within each person
You'll find we are the same
Though we all look different We are still the same.

We have flown the air like birds We have swum the seas like fishes
And the prayer we pray for today Is to live in harmony.
We have roamed the wide world over North, South, East and West!
Everywhere we go we discover That we are all the same (2)

Peace and joy and happiness Makes the world a sunnier place
An open heart, a helping hand Lifts the world to a better place (3)

GENERAL SCHOOL POLICIES OF SPROUTS MONTESSORI HIGH SCHOOL

STUDENT ATTENDANCE POLICY

Attendance inschool isessentialtotheholisticdevelopmentofthestudentsasthishelpsbuild routine and order in them.

- **Environment timings:**

1. Toddler Program 9:00 am to 12:30 pm
2. Primary Program: 8:45 am to 2.30 pm
3. Lower Elementary Program: 8:10 am to 2:45 pm
4. Upper Elementary Program: 8:10 am to 3:00 pm
5. Lower Secondary Program 8:10 am to 3:00 pm
6. Upper Secondary Program 8:10 am to 3:00 pm

- Punctuality and regularity are a must, with a minimum of 90% requirement to be fulfilled by the student to be eligible for school examinations and assessments
- Arriving at school on time sets the tone for the day and gives them time to get settled.
- Frequent absenteeism leads to presentations and important discussions being missed by the student which slows down his/her learning journey.
- Attendance on school re-opening days is mandatory. A fine of Rs. 500/- will be imposed on students who are absent on these days.



- Students should be picked up not later than 15 minutes after the scheduled closing time, as per the school timing. Beyond this time student(s) will be left under the supervision of the watchman Anna or Akka in the school campus.
- In case a student is coming in late (due to a valid reason) a mail has to be sent in advance to the environment admin and coordinator with the reason. Sending a mail on the same morning for pre-planned late, will not be accepted.
- A digital or handwritten leave letter should be submitted for all planned leaves ahead of taking the leave, and on the same day in case the student is suddenly sick.
- For any planned leave extending beyond 3 days consent has to be taken from the Principal by writing an email to management@sproutsmontessori.in and cc the environment email id.
- Parents/Guardians are not allowed to meet their wards during school hours or speak to them over the phone.
- No student is allowed to leave the school premises or will be sent home alone during school hours without permission of the principal.
- In case of an emergency, early pick-up slip or letter of permission is to be signed by the principal. This authorised letter is to be submitted to the environment coordinator/ admin at the time of pick up

STUDENTSCODE OFCONDUCT

Sprouts lays great emphasis on an empathetic and respectful approach to every individual in and outside the school campus. Students of Sprouts, are repeatedly reminded to follow the general ground rules of conducting themselves, when interacting with adults or peers, during the school hours.

- The students must display courtesy and consideration when interacting with allschool staff and peers at all times.
- Students must always use a soft tone and low volume when communicating within the school campus.
- The general language of communication must be English and Vernacular language may be used when interacting with the support staff or the specific language teachers only.
- Students must always be in their assigned environment spaces depending on their schedule for the day.



DISCIPLINARY POLICY

Guidelines for Use of Campus Facilities/School Property:

All academic, co-curricular and physical training facilities provided by the school both in-house as well as through external associations are available for the students to use for enhancing academic competency, holistic development and physical fitness. Hence it becomes important for the students to practice care of environment, when using these facilities.

- Physical facilities like school grounds, buildings, classroom resources, etc, within the school's premises shall be treated with care. Any damage to such property will be addressed through strict action by the management.
- Access to such property outside working hours is not permitted unless specific written consent is sought from the school authorities.
- The school premises must be maintained in a neat and tidy manner.
- Students are not permitted to write on the walls or furniture within the classrooms and the common areas.
- All equipment, resources and appliances available commonly such as laboratories, libraries etc must be handled with care. Any specific safety precautions specified in such areas must be followed by the students.
- The management reserves the right to charge a replacement fee or compensation for any damages caused.
- Students are important shareholders in the school. They are required to be neatly dressed and groomed at all times.
- No Trading Cards, Beyblades, Fidget Spinners, Digital Watches, Jewellery etc. allowed in school. Items found in the student's possession will be confiscated and handed over to the coordinator/office.
- The school is not responsible for the goods lost by the students. They are advised not to bring expensive articles to school.
- Students should treat everyone in school with respect. Name-calling, using foul language, spreading rumours, bullying, etc. are strictly prohibited. No gift cash/gift may be given to any teaching/non-teaching member by the student or his/her family members.
- Smoking, possession or distribution of alcohol/illicit drugs is not permitted in the school premises and will attract strong consequences.
- Students found engaged in any of the above will face strict consequences.

The following behaviour will be addressed through strict action by the school disciplinary committee

- Harmful behaviour towards others including any form of verbal, physical, or psychological abuse.
- Written, verbal or electronic messages indicating bullying towards peers and other school staff.
- Using inappropriate language, disruptive or harmful gestures
- Repeated and persistent misbehaviour or insubordination
- Discrimination in any form

UNIFORM POLICY

Uniforms promote equality, discipline, and a sense of belonging in schools while minimizing distractions and ensuring safety. School uniforms are mandatory except on special occasions such as the student's birthday or planned celebrations organized by the school. The uniform is part of fee structure and every student will be given 4 T shirts (different colours). The white colour T-shirt is for the Sports event.

School uniform for all boys/girls:

Tops: Sprouts T-shirts (All three colours)
Bottom: Sprouts blue tracks

- Comfortable and easy-to-use footwear is recommended for all Montessori students.
- For Lower and Upper Secondary Programs students, mid-calf white socks and white canvas shoes. Students are allowed to wear only plain white shoes with no colours/ stripes.
- Students are required to present themselves well-groomed. Short hair and clipped nails. Boys are to keep their hair short. Girls with shoulder length hair, wear a pony tail. Girls with hair longer than shoulder, are expected to braid it neatly.
- **Events:** For all field trips, excursions and events held outside the school campus, students must wear the recommended colour T-shirt, ID card and closed footwear with socks.
- Students will not be allowed to attend school with dirty / torn and ill-fitting uniforms.

PHYSICAL EDUCATION POLICY

Physical education is vital for students as it not only promotes physical well-being but also cultivates essential life skills like teamwork and discipline. Furthermore, it enhances students' cognitive abilities and fosters a lifelong appreciation for a healthy lifestyle.

Physical education classes are mandatory for all students of the school. If a student is well enough to be present at school, then they are considered well enough to participate in PE classes unless mentioned otherwise by the parent in advance. However, if a student is unable to participate in the PE classes for more than three sessions, then, a mail from the parent and a medical certificate for exclusion from such classes must be produced.



Dress Code

- All students must wear proper sports shoes suitable for physical training on the days of PE classes according to the schedule provided.
- The school reserves the right to hold back students from participating, if they do not present themselves with appropriate footwear, for the events as prescribed by the school.
- Girls with long hair must ensure it is neatly plaited or tied up in a manner not to interfere with the class activities.
- Any student found engaging in rough play or unruly behaviour will face severe consequences.

EXTERNAL PARTICIPATION POLICY

We believe that students can acquire and improve a variety of crucial life skills abilities through inter-school events, both academic and cultural. These include leadership, problem-solving, public speaking, collaboration, and critical thinking, all of which build students' self-confidence. Interaction between students from different schools aids in fostering a more expansive perspective of the world. Through these collaborative engagements, our students receive opportunities to interact with other students and gain global perspectives.

The eligibility of the student to participate in competitions outside school will be based on his / her:

- Attendance and academic requirements as stated in the student handbook.
- Conduct in school (any student who has violated the school rules) the school reserves the right to deny permission for participation in such events and tournaments.
- Students are expected to dedicate the time allotted for such events judiciously and be aware that he/she will be representing the school.
- Students are expected to be in full uniform or costume recommended, along with the school ID card at all such events.
- Off Campus competitive exams can be taken up by the students, individually or through the school. The school is only a facilitator for external competitive exams. No separate coaching will be provided by the school for these exams.

Other Points to Note:

- When sending money to school for any purpose, parents are requested to send the exact change in an envelope with the name of the student and their environment. Ensure that the envelope is sealed well. Any loss of the money before it reaches the teacher or admin will not be the responsibility of the school.
- As we have sufficient working days embedded in the calendar for the students, any sudden leave declarations by the government or otherwise, will not be compensated.



CELEBRATION POLICY

Sprouts is a culturally diverse institution that lays equal learning emphasis across cultural topics keeping in mind the diversity of our student population and understanding the importance of promoting cultural awareness. We celebrate various festivals and important dates throughout the year. The plan executed for these celebrations are with the purpose to ensure that the students learn how to synthesis cultural differences into their knowledge base, using a secular approach. We celebrate one large event of all religions and most of our Indian festivals.

WITHDRAWAL POLICY

- Parents wishing to withdraw their ward from the school, for any reason, must do so by sending a formal email to the school. Any casual information transmitted to anyone else, shall not be accepted as intimation to the School by the Parents.
- Preparation of the Transfer Certificate shall take at least 3 working days.
- Parents who do not wish their wards to continue in the next 'Academic Session' (w.f. 01 April) MUST apply for T.C. by the 15th of February, 2027.
- Students leaving at the start or the middle of any term, will have to pay the fees due for the academic year.

GENERAL GUIDELINES

1. Books / Art Supplies

- The student will be given books (based on their environments and grades), for the different areas of study as and when the subject is introduced to them.
- Proper maintenance of these books is mandatory. All books need to be covered and labelled.
- It is the student's responsibility to complete any task that has been assigned as homework
- Work Diary has to be brought to school everyday. It must be checked and signed everyday by a parent.
- Any Art items given at the beginning of the academic year, must be carefully maintained. Art supplies are planned for the year. If the same is lost or finished, it must be replaced by the parent.
- Notebooks will be replaced, only if the student has shown the completion of his previous subject book. If the student has lost or misplaced any book, he/she will have to buy the book from the school.
- It is mandatory that the student brings all the books/as per the timetable they follow to school every day. (Lower and Upper Secondary Program)

2. Library Books

- Students will be encouraged to take library books from school to develop reading habits. Ensure that the books are returned within 7 days from the date of issue.
- In case of any damage or loss of the Library Book, a fine of Rs 200 will be charged.
- Loss on any other book issued by the school will be replaced with a fee, upon request via email.

3. Field Trips

Sprouts believe that deep learning happens outside the 4 walls of a classroom.

- All trips will be during the school hours only, unless otherwise explicitly stated.
- If destinations planned have inconveniences that are unforeseen, the school is entitled to cancel the trip for safety reasons.

4. Growth Analysis Report Card

- Growth Analysis Report is the student's progress report, which is given at the end of Academic Terms 1st & 3rd.
- The progress report will be handed over only to parent(s).
- In case of any damage or loss of the folder, a fine of Rs. 150 will be charged.
- A new folder will contain only the current term and future term reports.
- The Growth Analysis report must be signed and returned in good condition to the school on the stipulated date.

5. Eatables Lunch/Break

The importance of healthy eating, including eating breakfast, for the overall health and well-being of school-aged children cannot be understated.

- The student must come to school after eating a good and healthy breakfast at home.
- For reasons of health and keeping with the philosophy of the school, please do not send Junk food, Non-Vegetarian, Processed foods, and Chocolates for snack/lunch.
- Please send appropriate quantities of food which can be consumed, to avoid any kind of wastage.
- Kindly do not send any fancy cutlery. Loss of the same, will not be the school's responsibility
- School strongly discouraged ordering food. Please note Swiggy / Zomato and regular food parcels are not permitted inside the campus.

6. Birthday Celebrations

Birthday is that special time when one feels celebrated and loved. At Sprouts, we have a unique way of celebrating it in School. We celebrate this special occasion with the younger students, bringing to his/her consciousness the passage of time and its implications.

- Students can come to school in his/her choice of colour dress on this special day.
- Some suggestions for sharing on birthdays: Eggless bread/sponge cakes; vanilla/tutti-frutti cupcakes; butter cookies; Indian sweets; Muffins; Chikkis, etc. It is suggested that chocolates are avoided.
- If the student wishes, he/she can donate books to the school library

7. *Security*

We adhere to the safety standards that are advised for schools in all respects, including building and fire safety.

- The school is fully CCTV Monitored
- There is an assigned security person at the gate of every campus.
- During drop/ pick up of the students there are assigned adults at the school gate.
- In case any new adult apart from the Parents assigned pick up person is coming to pick up the student, an email informing the school of the same needs to be sent well in advance.
- Any change in the pick-up and drop arrangements should be intimated in writing to the environment coordinator.

8. *ID Cards*

- Every student will be given an IdentityCard at the beginning of the academic year. The parents must keep the ID card at home and send it for the appropriate purposes as mentioned by the school.
- The ID cards should be worn by the students on all field trips and excursions as mentioned by the school.
- The ID cards must be worn by all the students to school every day
- In case of the loss of the ID card, the same has to be immediately procured from the main office at an additional cost of 150 Rs

9. *Hygiene and Medical Assistance*

- In Sprouts, students' safety and health are an integral part of the functioning of the school.
- Nails to be cut and maintained properly regularly.
- Make sure the student washes his/her hair regularly and does not have any lice in them. Children seen with lice will be sent back home
- Send in a handkerchief and a mask with them daily, especially when they have a runny nose
- Regular pest control is done on the campus. As an additional precaution, Mosquito cream or patch can be put on the child, when being sent to school · Environments have a fully stocked First Aid Box and Mosquito repellents
- If any form of medication is to be given to the student, the parents are requested to come and do the needful. The staff are not allowed to do so.
- In case of medical emergencies, the child is taken to Kauvery Hospital, Alwarpet along with the Coordinator and Office Staff. The Parent will be informed regarding the same immediately.

Why and when to keep your child home:

To stop the spread of infectious diseases and give children and students the time they need to heal, please do not bring your child to school if they are unwell or show symptoms of any viral infection. When recouping from illness students are advised to wear a mask. The school will follow proper sanitization procedures to keep all surfaces clean at regular intervals.

10. *General Instruction*

- Keep screen time low (not more than half an hour a day), as excess of the same affects attention span and brain development.
- Ensure your child gets 8 – 10 hours of continued rest/sleep for them to have an energetic and fulfilling day at school.
- Make sure they drink plenty of water and get 2 to 3 hours of outdoor playtime every day, their growing bodies need it.
- Reading is a very important habit to develop. Make sure reading aloud with discussions happens every day with the child.
- Library memberships in a local library are a good place to invest, to access varied formats of reading materials.
- Allow the student to do his or her homework by themselves. You can aid with their queries, but avoid stepping ahead of their learning process.

“Success is not final, failure is not fatal; it is the courage to continue that counts.”

-Winston Churchill