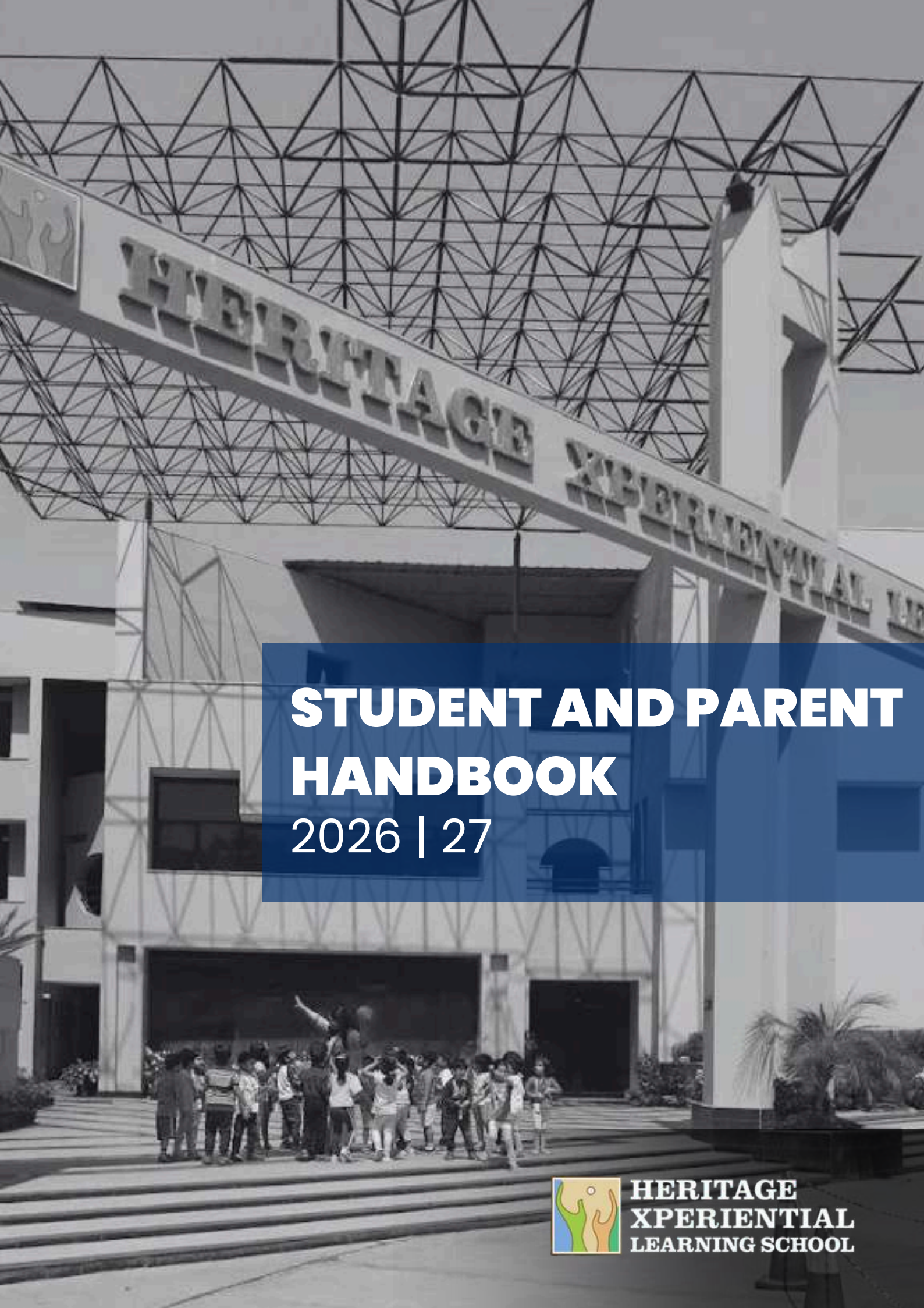




STUDENT AND PARENT HANDBOOK

2026 | 27



**HERITAGE
XPERIENTIAL
LEARNING SCHOOL**



STATEMENT OF PURPOSE



This handbook is a tool for bringing us together as a professional learning community around the ideals we share, as well as the policies and procedures we follow. It serves as a guidebook to ensure that we are moving forward towards realizing our goals and remaining true to our vision.



Table of contents

MESSAGE TO STUDENT	1
MESSAGE TO PARENTS	2
SCHOOL Vision & DHARMIC PRINCIPLES	3
OUR VISION.....	3
THE DHARMIC PRINCIPLES: OUR VALUES.....	3
ACADEMIC RIGOR AND EXCELLENCE.....	5
CURRICULUM.....	7
Junior Program.....	7
Middle Program.....	8
Senior Program.....	9
TEACHING & LEARNING.....	11
Junior Program.....	11
Middle Program.....	11
Senior Program.....	12
HUMAN FRAMEWORK.....	13
SPECIAL EDUCATION NEEDS (SEN).....	13
COUNSELLING DEPARTMENT.....	18
SOCIAL EMOTIONAL LEARNING (SEL).....	21
COLLEGE COUNSELLING.....	24
PRACTICES & PROTOCOLS.....	27
ALLOCATION OF SECTION.....	27
HOMEWORK.....	27
LANGUAGE POLICY.....	29
CO-CURRICULAR ACTIVITIES.....	31
VISION.....	31
VISUAL ARTS PROGRAM.....	31
PERFORMING ARTS PROGRAM.....	32
PHYSICAL EDUCATION PROGRAM.....	34
HXLS SPORTS POLICY.....	38
ANNEXURE: 1-6.....	43
OTHER CO-CURRICULAR ACTIVITIES.....	53
Assemblies.....	53
KHOJ-Mandatory Excursions Off Campus.....	54
Field Trips.....	56
Student Engagements and Leadership.....	58
School Teams & Sports Enrichment Program.....	58
COMPETITION POLICY.....	59
ACADEMIC HONESTY.....	60
ASSESSMENT/EXAMINATION, INTERVENTION & SUPPORT.....	61
ASSESSMENT PROCESS AND PROMOTION POLICY.....	61
CLASSES I TO VII.....	61
STUDENT ACADEMIC PROBATION.....	70
REPORTING OF STUDENT PERFORMANCE.....	70
Junior Program.....	70
Middle Program.....	71
Senior Program.....	71
Interventions.....	71



Table of contents

CELEBRATIONS.....	72
FESTIVALS AND CELEBRATIONS.....	72
BIRTHDAY CELEBRATIONS.....	73
CODE OF CONDUCT.....	74
PRINCIPLES OF DISCIPLINE: WHAT IT MEANS TO US.....	74
DISCIPLINE: CODE OF CONDUCT FOR STUDENTS.....	74
ATTENDANCE REGULARITY AND PUNCTUALITY.....	77
PUNCTUALITY.....	77
ATTENDANCE.....	78
LEAVE POLICY.....	78
MAKE-UP WORK.....	79
CONSEQUENCES OF TAKING UNAUTHORIZED LEAVE.....	80
Work Ethics	80
DRESS CODE POLICY.....	81
Sliding Scales of Intervention (SSI)/Discipline Matrix	83
SAFETY PROCESSES & PROTOCOLS	89
CHILD PROTECTION POLICY.....	90
BULLY TO BUDDY INITIATIVE	95
IT & Social Media Policies	98
GUIDELINES FOR SOCIAL MEDIA	98
ACCEPTABLE USE POLICY.....	98
STUDENT INFORMATION DATABASE CONFIDENTIALITY.....	102
COMMUNICATION: PURPOSE, TYPES and GUIDELINES	102
Parent Partnership Group (PPG)	104
ADMINISTRATIVE	108
ADMISSIONS AND INCLUSION POLICY.....	108
ADMISSIONS PROCESS.....	109
ADMISSION AND ENROLMENT OF STUDENTS WITH SPECIAL NEEDS.....	110
ENROLMENT.....	111
WITHDRAWAL.....	112
FEES.....	113
TRANSPORTATION POLICY.....	114
CAFETERIA AND MEALS POLICY.....	118
ENERGY CONSERVATION: BEING A GREEN SCHOOL	119



MESSAGE TO STUDENTS



Dear Students,

This handbook has been written with you in mind. It will help answer your questions about how or why we do things at Heritage Xperiential Learning School Gurgaon. It is not a “rule book,” but rather a set of principles and guidelines that create a common understanding of how a learning community works—through self-discipline, mutual respect and conscious choice to participate as partners for the common good.

Though most of our policies remain the same from year to year, some get updated to reflect new mandates from CBSE. In some cases, we have updated our policies to reflect student input or changing perspectives. Some sections that were not so relevant in the past will become more important to you as you get more involved in activities or leadership opportunities, or as you explore the facilities and resources that are constantly being expanded and upgraded to support your learning environment.

Please read this handbook carefully, with the understanding that it is meant to be a tool for you to ensure your success at this school, and to help you to avoid the pitfalls that might undermine that success.



MESSAGE TO PARENTS



Dear Parents,

This handbook outlines the major policies and procedures that have been designed to ensure that we can work together as a team to fulfill our primary vision for the school, which we know you share.

Some of these policies are old and familiar and originate from this community; others are new or revised and owe their inspiration from other schools and organizations that are partners in delivering educational excellence around the globe. We have done our best to acknowledge these partners along the way.

We hope that you receive this handbook in the spirit in which it was designed—not as the sum of what we are, but as a platform from which to continue to grow and evolve as a learning community. We expect that the document will change and expand—and that our students and parents will take an active part in shaping and refining these shared agreements as our dynamics change and our Programs expand. Please read it carefully.

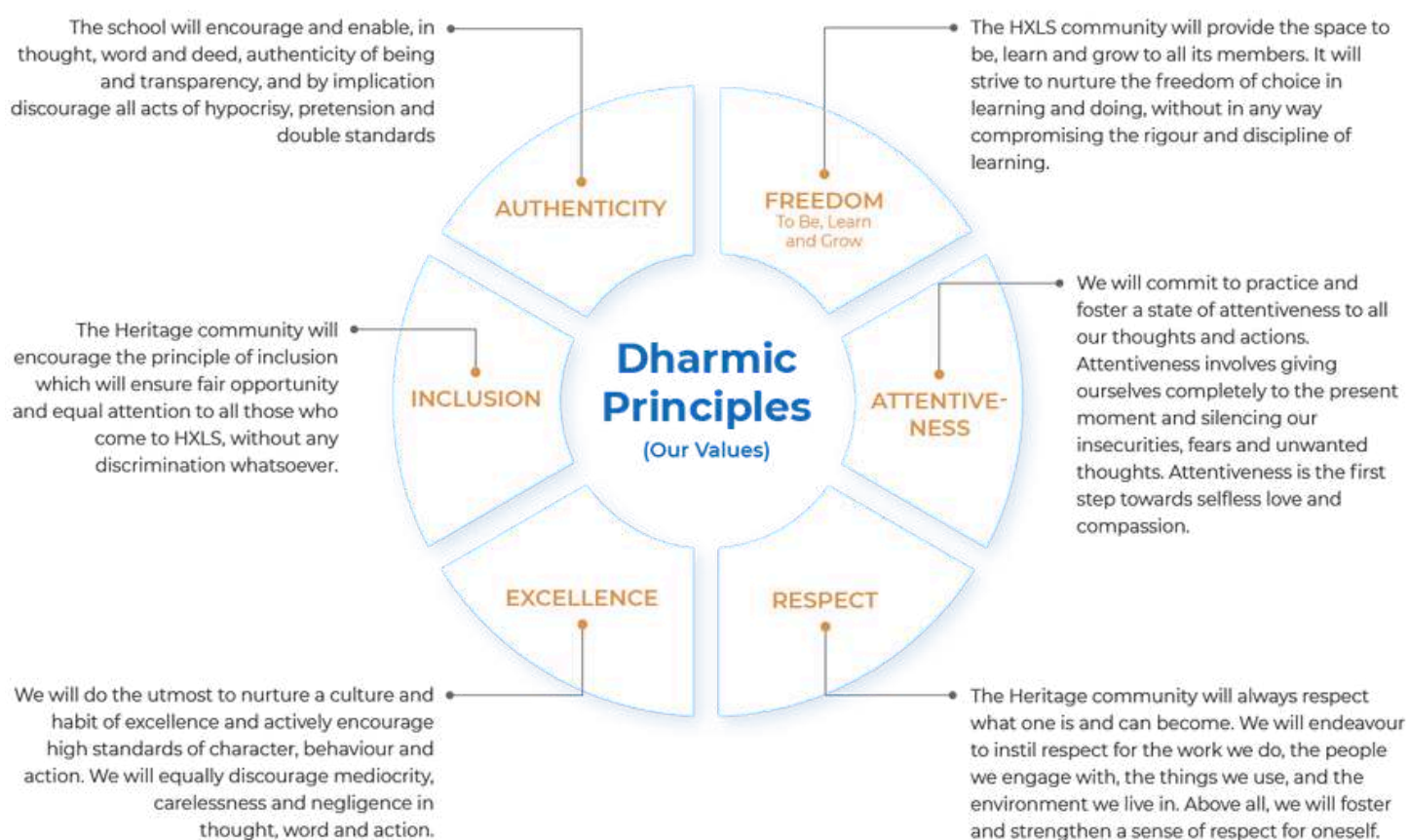


SCHOOL VISION & DHARMIC PRINCIPLES

VISION

“A Learning Community where each is free to be and grow towards the realization of his/her highest human potential through a harmonious integration of spirit, heart, mind and body.”

THE DHARMIC PRINCIPLES: OUR VALUES



SCHOOL INFORMATION



The school reception desk is open during office hours (7:35 am to 4:30 pm)

Heritage Xperiential Learning School – Sector 62

Sector 62, Gurugram, Haryana 122011

 Tel: 0124 – 2855124/25/26, +91 98107 87793

 Fax: 0124 – 2855123

 Website: <https://www.heritagexperiential.org/>

Head of School office : principal@ggn.hxls.org

Junior Program related queries (Nursery to Grade III) : jp@ggn.hxls.org

Middle Program related queries (Grades IV to Grade VII) : mp@ggn.hxls.org

Senior Program related queries (Grades VIII to XII) : sp@ggn.hxls.org

Special Education Needs Program (SEN): sen@ggn.hxls.org

Sports queries : ths.sports@ggn.hxls.org

Performing Arts queries : performing.art@ggn.hxls.org

Visual Arts queries : va.dept@ggn.hxls.org

Makerspace : makerspace@ggn.hxls.org

Library : library@ggn.hxls.org

University Counsellor : college.counselling@ggn.hxls.org

ERP related queries: erp.support@ggn.hxls.org

Accounts related queries: accounts@ggn.hxls.org

Transport related queries: transport@ggn.hxls.org

**Note: Meeting with Teachers, Programme Leaders and Head of School
(with Prior Appointment)**



ACADEMIC RIGOR AND EXCELLENCE

“The aim of education must be the training of independently acting and thinking individuals.”

-- Albert Einstein

Heritage firmly believes that true academic excellence and success can only be achieved when students are driven by their own intrinsic desire to learn. This happens when students find meaning, make connections to prior knowledge within an authentic context, and discover purpose and joy in learning. Children and adolescents thrive when they are challenged to reach new heights of skill development and plunge new depths of insight—and this, we believe, is the true definition of rigor

Creating this sort of learning environment starts by empowering teachers and supporting them with the resources they need to genuinely transform the classroom from a place where students are the passive recipients of “content” to an interactive workshop, laboratory, field or studio where students and teachers together uncover knowledge and discover truth through a process of experience, reflection and dialogue that leads to genuine, enduring understanding.

This necessarily requires that students are grounded firmly in basic skills which transcend individual disciplines, such as focused observation, accurate documentation, thorough assimilation of information, comparison and contrast of multiple views, analysis and synthesis of ideas and information and, ultimately, the generation of something entirely new and original.

This process happens in the **Junior Program**, when we lay the foundation in such essential academic disciplines as mathematics, reading and writing, through thematic units that tap into children’s innate curiosity and inquiring minds. The school is in alignment with the NEP 2020. The National Education Policy (NEP) emphasizes holistic development, ushering in progressive changes that adapt to the evolving needs of students. It not only aligns with global standards but also ensures a smoother academic journey for students.

In the **Middle Program**, we expand on the thematic approach through project-based learning which again integrates these basic disciplines, along with natural and social sciences, technology and the related arts, through a real-life, hands-on approach to learning. Teachers spend hours designing these projects, preparing resources and creating a rich environment within which students work collaboratively in “crews,” growing socially and emotionally as they learn.



By the time the students make the transition to the **Senior Program**, the foundation has been established, and they are ready to move into ever more complex and abstract levels of academic pursuit, as the subjects diverge into discreet disciplines and, ultimately, converge again in streams that prepare students for higher education and careers. While we recognize that we need to prepare students to “crack the boards”, we continue to believe that we must help them find connections and meaning if they are to succeed ultimately—which means that they actually retain what they have learned and can access it for future learning, far beyond short-term recall which gets them from one paper-pencil test to the next.



We recognize that, while the examination system continues to be the gateway to India's most esteemed colleges, we must go beyond the syllabus and incorporate what is often identified as 21st-century skills to truly prepare our students to take their place as productive, creative members of a complex, increasingly interdependent global society.

It is no coincidence that changes advocated by the NCERT and articulated by national and international leaders in educational excellence coincide with principles we are already implementing—and that we are rapidly being celebrated for our “innovative pedagogy” and the degree to which we invest in teacher empowerment and resources. As we complement our academic core with a full range of co-curricular offerings, such as visual arts and crafts, music, physical education, and drama, not to mention field trips, Khoj, internships and service opportunities, we are confident that we are providing the best education available to our students anywhere—and we believe that the parents and students recognize this as well.



CURRICULUM

The school has a clearly articulated vision of high-quality learning used in curriculum planning for each age group. The Heritage school curriculum and pedagogical practices of student engagement protocols, experiential learning, and differentiation make the curriculum wholesome, engaging and challenging to support the intellectual, physical, social, and emotional needs of all students.

The curriculum is aligned across the SEL, PE, PA, VA, Digital Literacy and Makers and Design thinking. Experiential Learning is at the heart of teaching and learning at Heritage. Learning revolves around hands-on and minds on experiences in all domains at Heritage.

All our curriculum details including overviews, lesson plans, and summative and formative assessments are housed on the LMS platforms used at HXLS. The vertically aligned standards provide a clear guideline and framework to the teachers at all grade levels to create challenging, age-appropriate tasks.

Junior Program - In the Junior Program, expeditions provide a natural context to promote intercultural learning. The learning expeditions as well as other academic areas are designed with the principles of 'Near to far' and 'local to global' so as to ensure that students get age-appropriate experiences and gradually develop their understanding of the world around them. The curriculum is intentionally designed to cater to all concepts and skills in increasing order of complexity ensuring meaningful learning and engagement. Every aspect of the curriculum revolves around a rich context or a story which is mindfully chosen so as to cater to diverse learners from a variety of backgrounds. This ensures rich intercultural exchange and enables appreciation of cultural diversity.

The literacy curriculum enables the teachers to provide small-group, differentiated instruction. The Math curriculum is contextualized to local scenarios seeped in culture and an effort is made to integrate with the expeditions as well.





Sharing of success criteria by the teachers makes students self-directed and provides them with the flexibility to present their understanding as per their interest and differentiation.



Middle Program – In the Middle Program, the curriculum focuses on developing students' capacity to learn how to learn. Multiple opportunities are provided to hone skills which in turn help students to conceptualize and understand. Through this, they develop the capacity to be able to use the skills to decode, analyze and understand the world around them.

The formal curriculum of the school exists as living documents, their emergent form being necessary to support the experiential and active form of learning the school believes in. Curricular standards include knowledge, skills, and attitudes, in addition to big ideas, enduring understanding and guiding questions. Templates used for lesson planning across the school are structured to plan differentiated instructions to ensure that learning takes place for all students.

In order for all students to increase depth, broaden, extend and improve knowledge and skills, differentiation becomes a paramount strategy within classrooms. The curriculum, through the scope and sequence of its content, aims to develop in students the ability to read critically, write cogently and think mathematically. Literacy and numeracy curricula are designed to lay the groundwork for academic work across disciplines, with inputs from organizations and resources (Jodo Gyan Math Curriculum, Fountas and Pinnell literacy resources) reputed for their efficacy.



To nurture global citizenship, the curriculum includes courses and topics that focus on knowledge about other cultures, issues of identity, environment, human rights protection, global responsibility, and empathy, as a part of the Socio-emotional Learning and Learning Expedition Curriculum. Our students learn English, Hindi, Sanskrit/French languages as parts of the formal curriculum. A central position in the curriculum is held by skills that are needed for mastery in school and beyond, and socio-emotional learning that engages students emotionally, and facilitates well-being and mindfulness. It moves from awakening empathy in students, helping them manage their emotions, to developing in them the capacity to be assertive, recognise and actively challenge unfairness, prejudice, and discrimination.



Senior Program – The Senior Program curriculum is primarily guided by the frameworks and guidelines prescribed by the CBSE across disciplines. At the same time, the Senior Program team has remained deeply conscious of the need to augment, supplement, and recalibrate the prescribed curriculum to more effectively address the physical, social, emotional, and ethical development of our students. This intentional approach reflects the school’s commitment to educating the whole child, rather than limiting learning to content mastery alone.

For several years, the school’s SEL Standards, Human Framework, and Dharmic Principles have been meaningfully integrated into the Senior Program through CTP sessions and subject-specific instructional practices. With the introduction of the revised and expanded Lesson Planning Template and the HQT&L Implementation Matrix, the department has made substantial progress in systematically tracking, documenting, and evaluating the depth and quality of these integrations. These tools have enabled educators to move beyond transactional content delivery toward a more balanced, holistic, and intentionally integrated learning experience.

While the Senior Program curriculum remains firmly anchored in CBSE and NCERT benchmarks, the school has, since its inception, invested in building an instructional infrastructure that thoughtfully extends beyond the received curriculum.

A significant component of this work is embodied in the school’s Human Framework, which was specifically designed to nurture students’ knowledge, well-being, intercultural sensitivity, and ethical awareness. Complementing this, the Senior Program’s SEL curriculum operationalizes these principles by engaging students in deep inquiry around diversity, culture, class, privilege, religion, gender, and other complex social realities.

Students are further encouraged to translate their values, beliefs, and learning into purposeful action through experiential opportunities offered by the Centre for Active Citizenship. These initiatives allow learners to engage meaningfully with real-world issues, fostering agency, empathy, and responsible civic participation. In parallel, considerable emphasis has been placed on both vertical and horizontal curricular progression, with NCERT and CBSE benchmarks serving as essential reference points to ensure coherence and continuity across grades and disciplines.



Over time, there has been a growing recognition within the Senior Program that thoughtful supplementation and extension of state board guidelines are not only beneficial but essential in preparing students for competitive national and international post-secondary pathways. Accordingly, during the current academic year, academic leaders across disciplines undertook a systematic documentation of instructional standards and identified targeted opportunities to enhance curricular rigor, depth, and global relevance.

This academic foundation is further strengthened by the school's robust College Counselling and Placement Department, which provides personalized guidance to students as they explore post-secondary options and develop well-rounded academic and co-curricular portfolios. A diverse range of clubs and societies within the Senior Program enables students to pursue personal interests, build leadership skills, and deepen their engagement beyond the classroom. Additionally, through X-Connect—a growing network of HXLS alumni—students gain valuable insight into post-secondary realities and access a global community of former Heritans across varied fields and professions.

Looking ahead, the Senior Program has intentionally aligned its lesson planning processes to explicitly foreground Global Citizenship, Leadership, and Environmental Sustainability, in collaboration with the Heritage Centre for Global Citizenship. While this structured emphasis represents a meaningful evolution in program design, it is also a natural extension of the school's longstanding commitment to the Human Framework, SEL Standards, and Dharmic Principles—ensuring that academic excellence is inseparably linked with purpose, responsibility, and global awareness.



TEACHING & LEARNING

Heritage has developed its teaching and learning methodologies which emerge from the core beliefs and dharmic principles, out of which the school's definition of high-quality teaching and learning has been coined.

Junior Program - The focus on inquiry and exploration, keeping the innate curiosity alive and real authentic learning is at the heart of all teaching and learning in the primary years. The learning experiences are designed through experiential learning units which are integrated with other subject areas like language, art, music, and sciences. The focus on planning with an end in mind ensures the students undertake learning experiences which are meaningful and authentic as per the age group. The lessons are planned with clear learning objectives and enduring understandings which are transferred to the students as the units unfold. The focus on discovery and exploration makes the curriculum engaging and challenging. This makes the students own their learning.

Middle Program - The core vision of the school has been that students find meaning and purpose in their learning and develop into conscientious and thinking and feeling citizens of the world who are self-aware, collaborative and creative learners. The High-Quality Teaching and Learning (HQTL) definition of the school is a contextually appropriate definition that synthesizes the multitude of philosophies and pedagogies that we have been influenced by as a school, especially the experiential learning pedagogy and the learning expeditionary framework (inspired by EL education) that the Middle Program aligns to. The teaching and learning pedagogical pyramid and the coaching process also are instrumental in percolating the best practices to the teacher community and thereby the classroom.

The contexts provided are real, and authentic and engage with the community around us to foster student engagement and make it appropriately challenging. The academic concepts and the skills that students learn are tangible and find their application in the community around them. This creates a clear purpose of learning for students in the real world. The learning standards and student-friendly learning targets keep the learners connected to their learning goals and they also monitor their progress against these targets using checklists and rubrics. Student surveys are also administered between units to capture the student articulation of their learning, and this feeds back into the teaching and learning practices.



Our HQTl definition is both aspirational as well as rooted in our classroom practices and adheres to the Continuous School improvement process which will continually track and evaluate our teaching and learning practices and how they look and feel in the classrooms and how they translate into student learning.

Senior Program – Teaching strategies and the learning environment in the Senior Program is open to modification, reorientation, and restructuring to provide the most engaging setting possible for students of all abilities, interests and learning styles. Areas have been specifically designed as flexible spaces for students and teachers to engage in learning activities that make use of what is essentially an open floor plan and flexible, transformative structures which can accommodate all diverse activities and modes of learning.

Additionally, the senior program employs varying levels of inclusion and one-on-one support for students with exceptionalities. Students who may require support in a particular subject area may leave the classroom setting for customized instruction but return to the regular classroom environment to engage with their peers in subjects in which support is not required. Our goal in the senior programme is to provide a robust support system for all our students while striving to make each student's learning experience as inclusive as possible.



Human Framework

SPECIAL EDUCATION NEEDS (SEN)

In alignment with the spirit of the Right to Education, Heritage Xperiential Learning School, Gurgaon believes that every child deserves equal opportunities to learn, participate, and grow within a supportive community. We recognise and respect that each student progresses at their own pace and possesses unique strengths, interests, and abilities. Our goal is to help every learner achieve personal milestones while feeling valued and included.

We actively nurture an inclusive culture where students are encouraged to respect and appreciate individual differences. Collaboration, empathy, and peer support are emphasised so that barriers to participation are reduced and every child can contribute positively to the school community.

Inclusion at HXLS is guided by what is in the best interest of each child. Through careful observation, assessment, and ongoing support, we identify individual needs, strengths, and emerging interests. While providing personalised support, we also maintain high expectations for growth, independence, and achievement, ensuring that every child is empowered to realise their full potential. Differentiated instruction and early intervention form the foundation of our inclusive practices.

Differentiated Learning

Teachers use varied instructional strategies to address diverse learning styles and abilities. Learning experiences are designed for understanding and application rather than memorisation. Ongoing diagnostic and formative assessments help teachers adapt instruction, address misconceptions, provide remediation, and offer enrichment opportunities. Students are also encouraged to understand their learning preferences and take ownership of their progress.

Early Identification and Intervention

At HXLS, students are carefully observed throughout the year, particularly during transitions such as joining the school, the beginning or middle of an academic session, when starting a new programme, or at any point where a need is noticed. This helps us identify learning gaps or developmental concerns early and provide timely support. We believe that early intervention, along with strong parent collaboration, plays a key role in helping children succeed.



Typically, classroom teachers first notice areas of concern and share observations with the SEN Head or school counsellor. Observations and classroom-based strategies are then implemented to determine whether the child benefits from targeted classroom support or requires further assessment.

If needed, a special educator/therapists may conduct additional assessments to better understand the child's learning profile. In some cases, challenges may arise due to environmental, emotional, or developmental factors rather than a specific learning disability, and these can often be addressed through structured support and remediation.

Where a learning disability is suspected, parents may be guided to seek assessment from a qualified psychologist. Based on the recommendations, appropriate classroom accommodations and intervention plans are implemented. Students with mild learning needs typically continue in mainstream classrooms with targeted support.



If additional assistance is required, SEN support or Resource Room intervention may be recommended to strengthen foundational skills such as reading, writing, and mathematics. If a child's needs are not adequately met within the larger classroom setting through SEN support or Resource Room intervention, an Integrated Programme may be recommended to provide more intensive and individualised support.

A child may also be considered for the shadow teacher programme if they have high support needs

(including physical disabilities or social-emotional challenges), significant behavioural concerns, require additional assistance to access mainstream classrooms, need support beyond the special educator's capacity, or present with sensory regulation needs.

An Individual Education Plan (IEP) is developed in collaboration with teachers and parents to outline personalised goals, classroom adaptations, and strategies that support the child's progress alongside the mainstream curriculum.



Special Education Needs (SEN) Program Design

At HXLS, we are committed to nurturing a truly inclusive learning environment where every child feels valued, supported, and empowered to succeed. Our Special Education Needs (SEN) programme is designed to support students with diverse learning profiles who may benefit from additional academic, behavioural, sensory, or communication support to access school life meaningfully. We welcome learners across a continuum of mild to severe needs and strive to provide personalised pathways that focus on strengths, independence, and overall well-being.

The school supports students across a wide range of needs including learning disabilities (Dyslexia, Dyscalculia, Dysgraphia, ADHD/ADD), sensory impairments, neurological conditions, Autism Spectrum Disorder, Down Syndrome, and other developmental differences. Placement and support decisions are guided by each child's individual profile and what best enables their growth, participation, and confidence.

Our Enrichment Centre (Integrated Programme) offers a supportive learning environment for students with moderate to severe learning and behavioural needs who benefit from additional assistance in communication, emotional regulation, social interaction, and functional academics. The programme emphasises life skills, social development, vocational readiness, and practical academic learning while maintaining opportunities for meaningful inclusion in mainstream settings.

Inclusion for Students with Moderate to Severe Support Needs

Students are included in mainstream classrooms based on age, with careful consideration of readiness, independence, and safety. Inclusion is introduced gradually to ensure comfort and success:

- Participation in co-curricular activities and shared school experiences
- Inclusion in selected academic subjects based on strengths
- Expanded classroom participation with curriculum adaptations and individualised support when required

In rare situations where safety or learning needs require additional structure, temporary support within a specialised setting may be recommended following collaborative review. The goal remains to support the child's well-being while encouraging continued participation in inclusive environments whenever possible.



Students with mild to moderate learning needs are primarily supported within mainstream classrooms through differentiated instruction and targeted interventions such as therapeutic support, SEN support, or Resource Room services. These supports are personalised and optional, and may involve an additional charge. To maintain effective classroom support, the number of students receiving such services is typically limited to a small percentage at each grade level.

Key Support Practices at HXLS

1. Early identification and responsive intervention
2. Differentiated and flexible teaching approaches
3. Collaborative case discussions and personalised planning
4. Occupational therapy and speech-language support
5. Individual Education Plans (IEPs) aligned with classroom learning
6. Resource Room and integrated programme support
7. Classroom accommodations and adapted curriculum
8. Strong collaboration with families and external specialists
9. Ongoing staff training and capacity building
10. Pre-vocational and vocational skill development with internship opportunities
11. Pathways for Open Basic Education (OBE) and NIOS certification

Through collaboration, respect, and personalised support, the SEN programme at HXLS aims to build independence, confidence, and meaningful participation, ensuring that every learner experiences a sense of belonging and opportunity within the school community.

Assessment and Evaluation

Assessment at HXLS is viewed as a collaborative and ongoing process that helps us understand each learner's strengths, needs, and progress over time. The goal is to ensure appropriate support, meaningful participation, and well-informed decisions regarding interventions and academic pathways.

At the time of admission, parents are required to share any existing medical/psycho educational assessment reports. The school team, including special educators, counsellors, and therapists, may conduct observations and internal assessments to understand the child's current level of functioning and to plan appropriate support and placement.

Periodic external assessments are recommended at key stages (typically around Grades III, V, and VIII) to review progress, identify evolving needs, review placement and plan accommodations. Internally, students are reviewed twice a year across academic, functional, behavioural, and pre-vocational domains, with Individual Education Plans (IEPs) updated accordingly.



Progression and Pathways

- Student progression is guided by IEP goals, learning and behavioural needs, and the level of support required.
- At key stages (typically around Grades III, V, and VIII), families are supported with a roadmap that may include mainstream curriculum pathways, functional learning, CBSE, or NIOS options.
- Decisions regarding transition to secondary classes consider student readiness, teacher observations, assessment and aptitude findings, and collaborative discussions with families and professionals.
- Students with diagnosed needs may receive curriculum accommodations and examination exemptions in alignment with CBSE guidelines.

For students following functional pathways, the curriculum places strong emphasis on developing independence and real-life readiness. Key areas include functional reading readiness, functional academics, communication and social skills, personal hygiene, understanding of personal and sexual identity, independent living skills, safety awareness, and positive work habits. Students are also provided opportunities for skill development, specialisation subjects, and internship experiences to support transition beyond school. The overarching goal is to enable students to become self-reliant, confident, and contributing members of society.

For students demonstrating readiness for academic certification (CBSE/NIOS), a comprehensive review of educational and functional skills is conducted around the age of 13 years or Grade VII (whichever is earlier). This review supports collaborative planning between the school and families to identify the most appropriate transition pathway aligned with the child's strengths and long-term goals.

Students whose academic skills are broadly aligned with Grade V/VI level competencies in reading, writing, spelling, and comprehension may be supported in preparing for the Class X CBSE examination. Where a more flexible pathway is more suitable, families may be guided towards the NIOS curriculum as an alternative certification option.



Family Partnership and Shared Responsibility

HXLS believes that strong collaboration between school and families is essential for effective support. Parents are encouraged to:

- Share relevant developmental or medical information that may help the school understand and support their child better.
- Seek recommended assessments when needed to guide intervention planning.
- Partner with the school in implementing strategies suggested through the IEP at home and in therapy settings.
- Provide recommended assistive tools or devices that support the child's learning and accessibility.
- Be aware that specialised services such as therapy, shadow support, or individualised interventions may involve additional costs when opted for.

In situations where a child's needs significantly exceed the support available within the school setting, the school will work collaboratively with families to explore the most appropriate and supportive educational options. The emphasis throughout remains on safeguarding the child's dignity, emotional well-being, and access to meaningful learning experiences.

COUNSELLING DEPARTMENT

The Counselling Department operates in close alignment with the **SEN Department, SEL Framework, Life Skills Program, and College Placement Team** to create a cohesive **Human Framework** for student well-being and pastoral care. Together, these units form an integrated support system that nurtures students' emotional, academic, and social development.

The counselling team facilitates communication among departments through structured case discussions, individualized student support plans, and coordinated wellness initiatives. This collaborative model promotes early identification of concerns, ensures holistic development, and maintains continuity of care. Through this structured and proactive approach, students are empowered to thrive across all dimensions of school life within a safe, inclusive, and empathetic learning environment across all grade levels.



VISION OF THE COUNSELLING DEPARTMENT

“To empower individuals with the tools for self-awareness, emotional well-being, and informed decision-making, fostering resilience, compassion, and a sense of purpose for a fulfilling life journey.”

The department aspires to serve as a guiding force throughout each student's educational journey by providing consistent support that fosters well-being, success, and personal growth. At HXLS, education is understood as a multidimensional process that integrates academic excellence with emotional resilience and personal development.

As an integral part of the Human Framework, the counselling team is committed to cultivating a warm, inclusive, and supportive environment in which every student feels seen, valued, and empowered. The department recognizes that meaningful education extends beyond academics; by nurturing social, emotional, and personal growth, students are supported in building confidence, forming meaningful relationships, and realizing their full potential. Through structured guidance, encouragement, and appropriate resources, the department provides a secure and inspiring environment where students can explore interests, navigate challenges, and develop competencies essential not only for academic success but for lifelong growth.

PROGRAM PHILOSOPHY AND GUIDING PRINCIPLES

The Counselling Department's philosophy is grounded in contemporary psychological and developmental science. Counsellors recognize the principle of neuroplasticity—the brain's capacity for change and adaptation—which affirms that, with appropriate support, students can develop new patterns of thinking, emotional regulation, and behavioral response.

The department also acknowledges the dynamic tension between authenticity and attachment. Students may suppress aspects of themselves to preserve connection, particularly in environments where psychological safety is limited. Counsellors and trusted adults therefore prioritize the establishment of consistent, respectful relationships that foster emotional safety and authenticity.

Behavior is interpreted contextually across the domains of home, classroom, and peer interaction, with the understanding that observable behavior often communicates unmet needs. Emphasis is placed on reinforcing strengths, cultivating trust, and promoting long-term emotional development.



The counselling approach is guided by the following principles:

- Student-first orientation
- Recognition of adaptive responses and neuroplasticity
- The transformative role of a trusted adult
- Confidentiality and ethical integrity
- Strength-based and culturally responsive support
- Collaboration with parents, educators, and external professionals
- Commitment to equity and inclusion

GOALS OF COUNSELLING

The Counselling Department is committed to:

- Early identification and prevention of concerns
- Sustained, effective communication and engagement among stakeholders to foster shared understanding
- Supporting academic performance while preserving individual potential
- Promoting rigor and disciplined learning habits
- Strengthening problem-solving and adaptive coping skills
- Ensuring equitable opportunities for participation and collaboration in areas of strength
- Enhancing relationship quality, personal effectiveness, and self-regulation
- Promoting social inclusion in thought, language, and behavior
- Fostering self-respect and personal dignity
- Maintaining transparency and clarity of goals and expectations
- Supporting students in striving toward a fully functional and meaningful life

SUPPORT ACROSS ALL SCHOOL LEVELS

Counsellors serve across the Junior, Middle, and Senior Programs, adapting their interventions to each developmental stage.

Junior Program

Primary intervention begins during early childhood, a period characterized by heightened neuroplasticity. Students are acquiring foundational emotional, cognitive, and social skills and may require differentiated caregiver support. Junior school counsellors remain vigilant and proactive, addressing developmental needs with sensitivity and structured guidance.



Middle Program

Adolescence presents both developmental opportunities and psychosocial challenges. Middle school counsellors focus on enhancing emotional awareness, strengthening self-regulation, and supporting students in navigating evolving social dynamics and academic expectations.

Senior Program

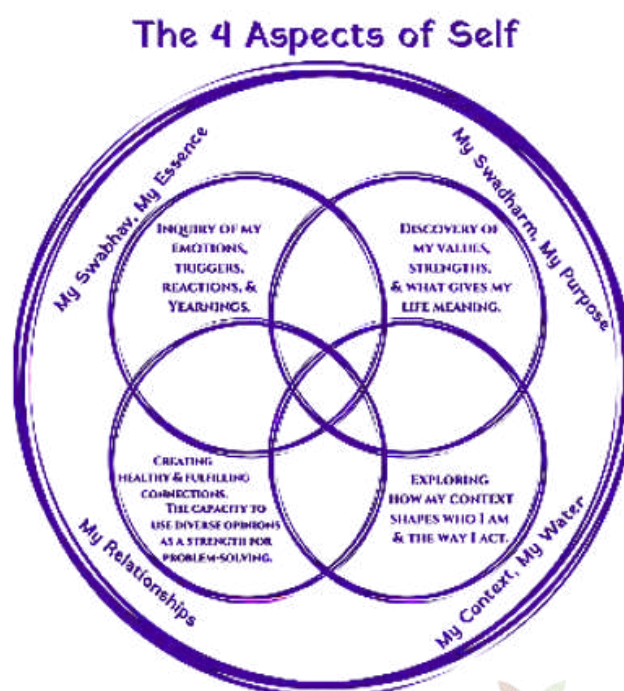
In the senior years, the counselling focus expands to include mental and emotional well-being, academic planning, course selection, and post-secondary pathways. Counsellors work collaboratively with students to ensure preparedness for life beyond school, supporting both personal readiness and informed decision-making.

Guiding Approach

The Counselling Department provides a safe and confidential environment in which students can express concerns, process emotions, and explore solutions constructively. The overarching objective is to empower each learner to develop resilience, confidence, and self-awareness—core competencies that enable them to overcome challenges and realize their fullest potential.

SOCIAL EMOTIONAL LEARNING (SEL)

The purpose of our Human Framework is to nurture joyful, healthy, resilient, and socially responsible individuals, through actualizing the Heritage Dharmas of freedom, respect, inclusion, authenticity, excellence, and attentiveness.



An essential aspect of building a more peaceful world is through developing more mindful and socially aware children who have the skills to question and craft their identities, embrace complexity, navigate conflict constructively, honor the emotional wellness in themselves and others, and interact with those who are different than themselves. These skills empower students with the freedom to express themselves in a way that's aligned with their purpose and ethically contribute to create a better world. We believe this is essential to a well-rounded education.

Our Human Framework is proactive in bringing to life our Dharmas through tangible and relevant experiences and dialogues, empowering students with relevant knowledge and skills to help navigate and take care of their emotions and situations that invoke certain behaviors. Research on SEL has shown that academic learning is enhanced when conducted in an environment where each child feels belonged and included.

The underlying belief of the SEL curriculum is that students who gain a deeper understanding of themselves—their emotions, their internal voices, and the systems that surround them—are better equipped to mediate their relationships. This curriculum equips students not only with the skills to navigate their emotional world but also to understand the broader context in which they live, allowing them to thrive as empathetic, thoughtful, and engaged members of society.



Based on the unique requirements of various age groups, we integrate the Human Framework in our junior, middle, and senior programs in the following ways –

Explicit SEL instruction through structured SEL classes, which provides consistent opportunities where students explore, cultivate, practice and reflect on social emotional skills to be able to apply in their daily life in ways that are developmentally appropriate.

Integration of SEL into Academic Instruction that weaves academic learning with opportunities for students to apply, practice and reflect on social and emotional competencies, such as perspective-taking and developing a growth mindset. For example, teachers might incorporate partner and group activities that promote relationships, communication skills, and effective teamwork.



SEL competencies felt and lived by all stakeholders creating a culture of care and compassion. A supportive classroom environment helps students to feel emotionally safe, part of a community of learners, motivated, and challenged. This type of environment creates a strong foundation for students to engage fully and take academic risks. This includes community-building, belonging and emotional safety, and student-centered norms.

All SEL lessons are grounded in learning targets that build in complexity over time. Our learning targets divide into 4 core domains: Swabhav, Swadharma, Relationship and Context. Within each domain are standards that help students expand their understanding of different concepts building awareness from the self to the others, to the community. Additionally, we have developed rubrics, and tools for self-reflection so that students, teachers, and parents can support each child's holistic growth. In the Junior Programme, daily 30-minutes are dedicated to explicit SEL experiences. Lessons are grouped to centre around a certain concept to give students multiple opportunities to explore a concept in-depth through a variety of methods. We use movement, stories, hands on experiences etc to transform abstract SEL concepts into something tangible, compelling, and felt. This ensures ample time for students to learn and practice a social-emotional concept and/or skill. To track individual student growth and practice of SEL skills, we review their ongoing journal reflections.

In the Middle and the Senior Programme, Social-Emotional Learning (SEL) stays an integral part of our student's holistic development. At this stage, students are forming their identities, navigating evolving peer relationships, and developing greater independence. Our SEL curriculum is intentionally designed to support them through this journey by building self-awareness, emotional literacy, healthy relationship skills, and responsible decision-making. Dedicated SEL blocks create meaningful opportunities for teachers and students to engage in guided reflections, dialogues, read aloud sessions, role plays and immersive hands-on experiences that helps strengthen and nurture respect, inclusion, empathy and shared responsibility within each class and the larger school community. They are equipped with practical tools for mindfulness, emotional regulation, and constructive conflict resolution—helping them respond thoughtfully rather than react impulsively. Importantly, across the whole school SEL is not limited to one dedicated period. Educators consistently model emotionally intelligent practices across all subjects, students are supported in applying these skills throughout the school day, and parents are engaged as key partners in reinforcing learning at home. Leadership opportunities further strengthen student agency, encouraging them to take responsibility for their growth and make meaningful contributions to the wider school community.



COLLEGE COUNSELLING

The College Counselling Cell at Heritage Xperiential Learning School, Gurugram serves as a dedicated resource for students, providing comprehensive guidance and support throughout their college application journey in finding the Best-Fit University. Our mission is to empower students with the knowledge, skills, and resources necessary to make informed decisions about their higher education and career pathways. We cater to students across various academic streams, ensuring they receive personalized counselling that aligns with their passion, aspirations, and strengths.

Objectives of the College Counselling Cell

The main objective of college counselling at Heritage is to inspire students to develop a growth mindset and become productive members of their community. We strongly emphasize self-reflection focused on exploration and skill development. Each successive year, through regular interactions, we ensure that our students become proficient and interested (even enthusiastic!) to contribute to something meaningful beyond themselves.



- **Guidance on College Applications:** Assisting students in selecting suitable colleges and universities based on their academic interests, career goals, and personal preferences.
- **Profile Development:** Helping students build strong academic and extracurricular profiles that enhance their college applications.
- **Standardized Testing Support:** Providing information and resources on SAT, ACT, Advanced Placement, TOEFL, IELTS, and other entrance exams.
- **Application Process Assistance:** Offering step-by-step guidance on completing application forms, writing personal statements, and securing recommendation letters.
- **Scholarship and Financial Aid Guidance:** Educating students about scholarship opportunities, financial aid options, and funding resources.
- **University Outreach and Engagement:** Organizing university fairs, workshops, and guest lectures by admissions representatives to help students make informed choices.
- **Career Counselling:** Providing insights into various career options, industry trends, and opportunities for higher education and professional growth.
- **Parental Engagement:** Conducting sessions to keep parents informed and involved in the college selection and application process.





UC San Diego



UCIrvine
UNIVERSITY of CALIFORNIA • IRVINE



TEXAS
The University of Texas at Austin



UNIVERSITY OF
ILLINOIS
URBANA-CHAMPAIGN



UNIVERSITY
of VIRGINIA

MOUNT HOLYOKE

Syracuse
University



THE UNIVERSITY OF
SYDNEY





LAFAYETTE
COLLEGE



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Imperial College
London

ual: university
of the arts
london



Bocconi



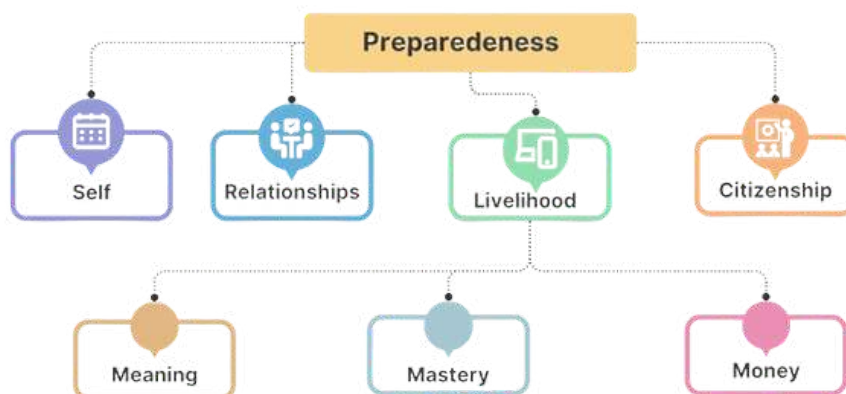
UNION
COLLEGE
FOUNDED 1795

BENNINGTON
COLLEGE



Purpose of the Program

The purpose of the College Counselling Program at Heritage is rooted in preparedness across multiple domains:



- Self – understanding personal values, identity, and direction,
- Relationships – developing emotional and social intelligence,
- Livelihood – exploring the world of work, careers, and future opportunities,
- Citizenship – becoming thoughtful, responsible members of a global community.

This preparedness is supported by the deeper life goals of Meaning, Mastery, and Money—equipping students to live lives of purpose, skill, and sustainability. The program is designed to empower students to plan ahead with clarity and confidence, aligning their academic choices and career aspirations with who they are and who they want to become.

Grade Wise Objectives:

- **Grade 8 and 9:**

Spark Curiosity about Careers and College: Students are introduced to the world of work and higher education through engaging activities, workshops, and discussions. The focus is on building awareness of diverse careers and helping students connect personal interests with future possibilities.

- **Grade 10:**

Academic Planning and Skill Development (Initiate Profile Building): This year centers on subject choices, academic goal setting, and the development of key life and learning skills. Students begin creating their personal profiles by exploring extracurriculars, certifications, and areas of interest aligned with future aspirations.



o Grade 11:

Self-Awareness → Subject Selection → Course & College Options: Students reflect deeply on their identity, strengths, and goals, which informs their subject focus and course preferences. They explore national and international college systems, understanding eligibility, timelines, and program requirements.

o Grade 12:

College Application → Documentation → Admission to Best Fit University: With clarity on direction, students work on building strong applications, including personal statements, portfolios, and standardized testing (if needed). They receive guidance on selecting best-fit universities, completing applications, and navigating admission offers.

Student Journey

The College Counselling journey is designed to evolve with the student's maturity, self-awareness, and academic development. The roadmap below outlines the progressive stages of exploration, reflection, and decision-making across the school years:



Identifying and Supporting Best-Fit Colleges

At Heritage Xperiential Learning School, we believe that the college process is a journey of self-discovery and growth. Central to this journey is the concept of finding a "best-fit" college—an institution where a student's academic aspirations, personal interests, and future goals are fully supported and challenged.

The goal of our college placement program is not simply to secure admission to a prestigious institution, but to guide students toward colleges and universities where they will thrive academically, socially, and personally. A best-fit college is one that resonates with a student's unique learning style, values, ambitions, and potential for growth.

Through this process, we encourage students to:

- Engage in honest and reflective self-assessment.
- Define their priorities regarding academics, campus environment, community, and long-term aspirations.
- Research and explore a range of institutions with openness and curiosity.
- Evaluate themselves as candidates, identifying both strengths and areas for development.



The identification of best-fit colleges is not solely about outcomes; it is an educational process in itself—an extension of the HXLS philosophy of experiential, student-centered learning. In partnership with students and parents, we help to transform the college application experience into an opportunity for meaningful growth and future success.

PRACTICES & PROTOCOLS

ALLOCATION OF SECTION

The school takes full responsibility for making the best possible section allocation for students to classes at the time of admission or when classes move from one level to the next. Class teachers, counsellors and program leaders take a variety of factors into account, such as gender balance and social dynamics, when they create class groupings. This includes decisions regarding siblings, who are generally assigned separate class sections.

The school follows a policy of “shuffling” classes from year to year. Shuffling is done in grades as per need when the students are in Junior and Middle Programs. In the Senior Program, the shuffling is based on the language/ subjects chosen. It is our professional observation, supported by research and best practice, that students benefit from the opportunity to make new friends and work with new educators on a regular basis. Teachers will purposefully ensure that positive and supportive social relationships are kept intact but will also deliberately intervene when dominance or co-dependence or “cliques” have developed which need to be disbanded for individual development as well as group dynamics.

HOMEWORK

A reasonable amount of academic effort outside the class extends learning and reinforces study skills. Homework activities can promote independent inquiry and demonstrate the student’s initiative as a learner.

Students should do their work independently, in an environment that suits their temperament, learning style and energy curve. Parents can assist their children by ensuring that the appropriate setting exists. Generally, teachers do not assign work that they believe a child cannot do alone. If parents find that their help is needed, they should encourage their child to indicate this to the teacher the next day. If problems continue, they should contact the teacher themselves. When teachers assign a project that, by its very nature, requires parental participation, they will communicate this.



The purposes of homework are as follows:

Practice: to reinforce learning and help students master specific skills.

Preparation: introduces material presented in future lessons. These assignments aim to help students learn new material when it is covered in class.

Extension: asks students to apply skills they already have in new situations.

Integration: requires students to apply many different skills to a large task, such as reports, projects, and creative writing.

The amount of time a homework assignment should take should be specified by the teacher along with the assignment, particularly for younger students. Research does not support a direct correlation between the sheer volume or length of time spent on homework and academic achievement; on the contrary, students who lead balanced lives with adequate time to be involved in extracurricular activities, pursue hobbies and outside interests, and interact socially with peers and family members are more successful than those who are too narrowly focused on academic success—especially if they are not getting the sleep they need as growing children.

Based on current education research, the homework norm for students should be 10 minutes of work per grade level. The recommendation is based on the norm for the age range; some students will work faster than others, while some will work for longer periods of time to accomplish the same task.

Grade Level	Total Homework Time
KG & 1st Grade	Ten minutes
2nd Grade	Twenty minutes
3rd Grade	Thirty minutes
Middle School (4th to 7th Grade)	Approximately 40 – 80 minutes
Senior School (8th to 12th Grade)	Approximately two hours



How Parents Can Help

- If parents note that their child is consistently taking longer to complete his/her homework than the time indicated, they are encouraged to contact the teacher so that adjustments can be made OR expectations can be clarified.
- The school requests parents' full support in supervising homework time and reinforcing due dates and deadlines.
- It is inappropriate and completely counterproductive for parents to do the homework or to get anyone else to do the homework for the child. This includes summer homework and projects, which are now a requirement and must be assessed based on particular criteria handed down by the CBSE, along with tests and other types of assignments.
- Students should never be allowed to "purchase" their projects in the market, download their assignments from the internet or copy their homework from classmates.
- Parents should seek clarification from the class teacher if instructions are unclear, or simply ask your children to do their best and ask for help the next day, or even to "own up" if they have forgotten or failed to complete homework and assignments.

Homework Policy

- Students are expected to submit their homework on time as per the submission date assigned by the teacher.
- Students who submit homework late or do not submit on a consistent basis will receive a combination of: Verbal warning and dialogue.
- Teacher communication with the parent.
- Students who miss homework because of an absence will be asked to complete missed work.
- Students who are absent without permission will not receive credit for missed tests or assignments but will be required to make up the work.
- Students are given one calendar day for each day absent plus one extra day to submit their work.
- It's the student's responsibility to get work missed due to illness or absence.

LANGUAGE POLICY

At Heritage Xperiential Learning School, we believe a language is a vital tool for learning, communicating and being an active member of a global society. Our Language Policy communicates to all stakeholders the teaching-learning philosophy, processes, and practices along with a balanced approach towards learning of the languages acknowledging the range of abilities and diversities within the school community.



Guiding Principles

Every learning experience is a literacy experience. We think through language. We speak and listen through language. We read through language, and we write through language. Every aspect of our lives is governed by language. It follows, therefore, that language teaching and learning are key components to the development of our students. We also believe in the idea of inclusivity in culture and language, including the importance of providing opportunities to learn the mother tongue/ local language within the curriculum. We believe that language acquisition is best supported by a language-rich environment, that teachers are role models for using and learning a language, and that they can foster a positive attitude towards language and literature.

The language of instruction used to deliver the curriculum at Heritage Xperiential Learning School is English, one of the official languages of India. The language of the region is Hindi and in fact, Hindi is also the mother tongue or first language of many of our students and staff, though other mother tongues also include French, Spanish, Assamese, Bengali, Naga, Tamil, Gujarati, Malayalam and Marathi, among others. The mother tongue language is the one that is most strongly linked to the culture with which an individual identifies as his or her culture of origin, and often is the language used in the home. The first language is the one in which the individual is most proficient.

We recognize that a strong level of competency in the mother tongue or first language of students can be an important ingredient in their success as learners of additional languages. Extensive brain research has also proven that fluency in two or more languages has a positive impact on cognitive development. In particular, researchers have found that learning languages leads directly to the "growth" of the hippocampus – the deep structure of the brain responsible for the development of new knowledge, orientation in space and the consolidation of short-term memory into long-term memory. Additional benefits, including cultural understanding and the ability to communicate in an increasingly interconnected world, make a compelling case for language instruction. Therefore, in addition to offering instruction in English and Hindi, Heritage Xperiential Learning School introduces a third language in Middle School—either Sanskrit or French.

We recognize that, since language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating communication. The primary medium of instruction is English, keeping in mind the importance of English as the most widely used language in education and in global communication. Teachers should encourage students to speak English in class but should be aware that students may benefit from help from another student in their mother tongue in which they are not only linguistically more competent but can also think more easily.



Differentiation, Remediation and Enrichment for Language:

Most importantly, we recognize that students acquire language skills at different rates and through a variety of methods which must be employed regularly. This means that reading instruction must be differentiated at all times, using diagnostic tools to determine individual reading levels, strengths and weaknesses. Enrichment and remediation must be continuous and ongoing, so that gaps and weaknesses are addressed at the earliest possible opportunity through ongoing assessments and appropriate interventions.

This also means that if any student has an identified learning disability in the area of language acquisition, the focus of language development for him or her will be English. Class periods set aside for the study of additional languages, including Hindi, will be used for additional instruction and remediation in English.

CO-CURRICULAR ACTIVITIES

VISION

At HXLS, art thrives in its visual and performing forms, encompassing a diverse range of activities and modes of expression. We believe in providing students with an art education that gives them an opportunity to understand their legacy and combine it with a vision of the future. In addition to helping students nurture a passion for specific arts and crafts, we inculcate aesthetic appreciation and creativity within them resulting in a refinement of the senses and a desire to conserve one's heritage and environment. More importantly, the Arts curriculum is designed so as to integrate with other subjects in addition to the development of artistic skills and life skills (such as empathy, problem-solving, decision-making, etc.).



VISUAL ARTS PROGRAM

Visual Art is the essence of a school environment, contributing to its cultural richness and creative ambience. It is a rich domain through which students can explore and explore and represent their experiences, think through and deepen their understanding and develop their creative thinking. Thus, visual art equips students with a range of skills and perspectives that are essential for success in an increasingly complex and diverse world.

Junior Program: For Junior students, visual arts is very important as it makes use of the mind and body. It's a very emotional process of learning. It starts as a tiny little spark of an idea from a small child's mind. Then that idea gets transferred on the paper beautifully as a visual artwork. This whole journey of observing, ideating, drafting, re-drafting and most importantly, encouraging a child to express, is a very significant aspect in our pedagogy. Children thrive when they practice decision-making and express themselves without worrying about a right or wrong answer. They can easily learn how to trust themselves and communicate their thoughts and feelings with art.



Middle Program: In the middle program, the students develop the ability for detail observation. In the visual art, the art educators facilitate the student to observe things like an artist that capture the tiny details too. The artwork journey goes through the process of decision making, problem-solving, self-evaluation, and time evaluation that serves as a life skill as our students grow up. Students are curious by nature, so stimulating this is something Visual Arts can achieve through engagement in rich themes or lessons. They study and learn about different artists, art movements and get inspired by art styles and incorporate it as their inspiration in the artistic journey. The visual art curriculum is so rich and so diverse here that every student get exposure of various art forms of two-dimensional and three-dimensional.

Senior Program: In Senior Program, the Art curriculum specializes in various art forms where students have a choice to select either Visual or Performing Art. In Visual Art curriculum, Arts education encourages higher-level thinking to explore academic subjects and lifelong learning skills. Art encourages problem-solving and analytical thinking skills in students. As a result, they learn to make decisions, which will undoubtedly transfer to education and other aspects of life. Here in Senior Program, the students get exposure of varied media in the form of two-dimensional (painting, calligraphy, digital art, etc. or three-dimensional (ceramic, sculpture, block carving, pottery). These students develop a deeper understanding of various media and can engage and experiment confidently while doing their art projects. Art educators encourage students to use their imagination to help them actively engage with new concepts and discover connections between ideas as well as provide advantages for their social and emotional well-being.

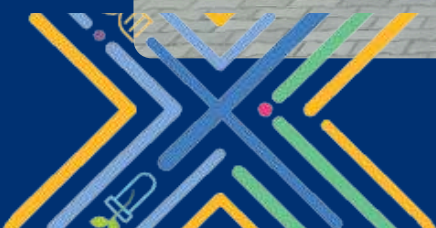


PERFORMING ARTS PROGRAM

The Performing Arts Program at HXLS is envisioned as a vibrant confluence of cultures, traditions, and artistic influences. It encompasses a rich spectrum of disciplines, ranging from the expressive elegance of theatre and dance to the nuanced depths of Hindustani classical music, alongside Western musical traditions, instrumental training, and contemporary pedagogical practices.

At its heart, the program recognises the performing arts as a powerful medium for holistic learning. Each class provides students with the opportunity to engage their mind, body and emotions in meaningful and creative ways. Through this engagement, students cultivate essential life skills such as creativity, problem-solving, collaboration, communication, social awareness, and critical thinking. In this sense, the Performing Arts Program is not merely an aesthetic pursuit but a vital educational pathway that nurtures confident, expressive, and thoughtful individuals.

The Performing Arts curriculum at HXLS is carefully structured across three broad curricular strands aligned with the Junior Program, Middle Program, and Senior Program ensuring that every student across the school experiences the joy, discipline, and transformative power of the arts.



The Junior Program: In the Junior Program, music serves as the primary vehicle for introducing students to the world of performing arts. Through music and the Kodály pedagogical approach, which seamlessly integrates sound, movement, rhythm, and expression, students begin to develop a foundational understanding of musicality while experiencing the unity between music and physical movement.

During the first two years of the Middle Program (Grades 4 and 5), students participate in an Introduction to Performing Arts program. Here, they experience Dance, Drama, and Music through a rotational structure, allowing them to explore each discipline and discover their natural affinities and interests.

The Middle Program: In the upper Middle Program (Grades 6 and 7), students are given the opportunity to choose a performing arts discipline to study in greater depth. The program offers a wide and enriching range of subjects, including:

1. Indian Classical Dance
2. Western Dance
3. Theatre
4. Keyboard
5. Guitar
6. Hindustani Music
7. Western Vocals
8. General Music Appreciation
9. Western Drums
10. Tabla

This breadth of choice allows students to begin shaping their artistic identity while developing discipline, technique, and artistic sensitivity.

The Senior Program: In the Senior Program (Grades 8–12), students continue to pursue their chosen discipline with increased focus and commitment. The program is structured across two levels – Level I (Grades 8–10) and Level II (Grades 11–12) – enabling students to deepen their engagement with their selected art form while continuing to access the rich bouquet of performing arts subjects offered by the school.

Beyond the classroom: The role and contribution of the Performing Arts Program in shaping the cultural life of the school is unquestionably significant. The exposure and confidence that students gain through their training often lead them to assume creative and leadership responsibilities, including event planning and organisation, team management, and artistic direction in the school's many cultural platforms.



These include signature events such as:

Yujan – the school's annual carnival celebrating creativity and community.

Wired – the inter-school Performing Arts competition that has, over the years, evolved into a much-anticipated cultural event across Delhi NCR.

Kala Parv – a vibrant showcase of artistic talent and collaborative performance.

In addition, the Grade 3 Junior Choir, comprising nearly 150 students each year, provides young learners with the experience of collective music-making and performance, building both musical discipline and a strong sense of community.

Together, these experiences create an ecosystem in which the performing arts become an integral part of the school's identity – nurturing artistic excellence, cultural awareness, confidence, and leadership in every student who passes through the program.

The Performing Arts Program at HXLS therefore stands not only as a curricular offering, but as a living cultural force within the school – inspiring imagination, cultivating expression, and shaping young individuals who carry the language of the arts into every sphere of their lives.



PHYSICAL EDUCATION PROGRAM

Physical Education (PE) is an essential component of a well-rounded education, playing a key role in developing students' competence and confidence to participate in a wide range of physical activities. These activities are not only integral to their school experience but also contribute to a lifelong commitment to health and fitness.

At HXLS, our comprehensive PE curriculum is designed to equip students with diverse physical skills, enabling them to apply tactics, strategies, and creative approaches to enhance their performance in various sports and activities. Through structured and engaging lessons, students develop both the technical expertise and strategic understanding needed to excel in physical pursuits.

A core focus of our PE program is the promotion of physical literacy—the ability to move with confidence and competence in different physical environments. By integrating physical literacy principles into our curriculum, we ensure that students not only master fundamental movement skills but also gain the motivation and self-assurance to stay physically active throughout their lives.





MISSION AND VISION: At HXLS, our physical education program embraces Freedom, Respect, Authenticity, Excellence, Inclusion, and Attentiveness, fostering a dynamic and inclusive environment where every student can unlock their athletic potential. Rooted in physical literacy, our approach ensures students develop the skills, confidence, and motivation to engage in lifelong physical activity.

We provide diverse sporting opportunities, encouraging teamwork, discipline, and resilience while promoting a healthy and active lifestyle. Through dedicated coaching, top-tier facilities, and fair competition, we aim to cultivate not only skilled athletes but also individuals who embody sportsmanship, integrity, and perseverance in all aspects of life.

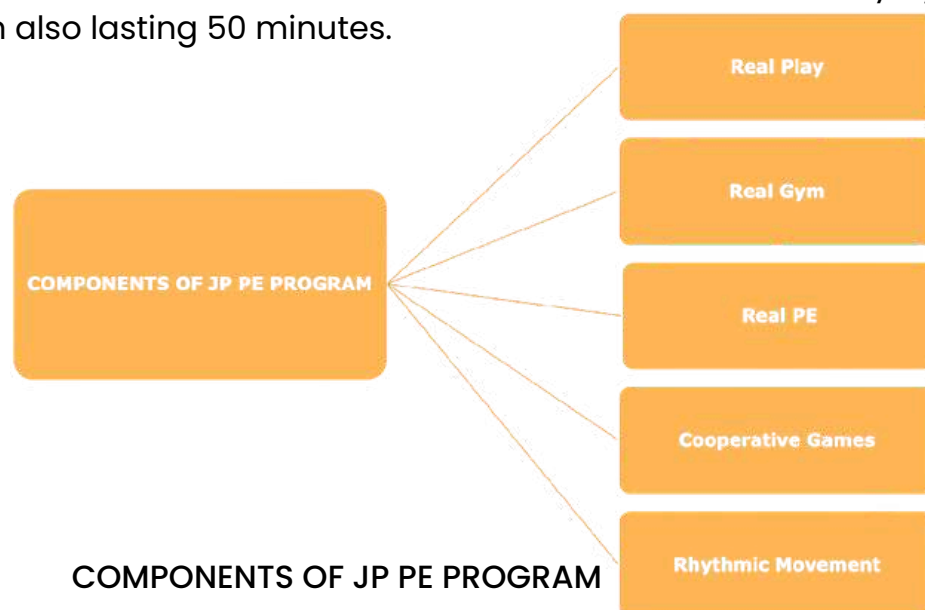
By prioritizing excellence and inclusiveness, we empower students to challenge themselves, respect others, and embrace authenticity—values that extend far beyond the playing field, shaping them into well-rounded individuals ready to thrive in the future.

CURRICULUM JUNIOR PROGRAM (JP): Our PE program is designed to foster the holistic development of our students, focusing on the enhancement of their coordinative ability, motor skills, locomotor ability, and manipulative skills.

PE curriculum is designed to provide a diverse range of experiences that cater to the physical, cognitive, affective and social development of our students. Through engaging and purposeful activities, we aim to instill a lifelong appreciation for physical activity and healthy living.

Nursery, KG & UKG students attend PE sessions twice within a six-day cycle, each session lasting 50 minutes.

Grades 1 to 3 students attend PE sessions five times within a six-day cycle, with each session also lasting 50 minutes.



COMPONENTS OF JP PE PROGRAM



CURRICULUM MIDDLE PROGRAM (MP):

We believe in providing a comprehensive Physical Education that goes beyond just skill development. Our Multi-Sport Program exposes students to a wide range of sports activities, allowing them to learn fundamental skills and concepts across various disciplines. Students engage in nine different sports throughout the year, including Basketball, Cricket, Football, Volleyball, Handball, Table Tennis, Track & Field, Hockey, Swimming & Badminton. Each sport is taught within a limited time frame before students rotate to another activity, ensuring exposure to diverse experiences.

To optimize learning, we employ various teaching models such as Teaching **Games for Understanding (TGFU)**, Cooperative Learning, and Sports Education with Mosston Spectrum Teaching Style. These methodologies are designed to enhance skill acquisition, foster teamwork, and promote a deeper understanding of Sports & PE concepts.

Grade 4 and 5 students attend PE sessions four times within a six-day cycle, with each session lasting 50 minutes.

Grade 6 and 7 students attend PE sessions three times within a six-day cycle, with each session lasting 50 minutes.

Through our Multi-Sport Approach, we aim to cultivate well-rounded athletes who not only excel in their chosen sports but also develop essential life skills such as teamwork, leadership, and sportsmanship.

CURRICULUM SENIOR PROGRAM (SP): In the Senior Program (SP), we continue to prioritize physical education while also offering a specialized approach to sports. Beginning in Grade 8, students attend PE sessions three times, with each session lasting 50 minutes within a six-day cycle. They receive exposure to multiple sports through our comprehensive program, similar to the Middle Program (MP).

From Grade 9 to 12, however, we transition to a sports specialization model. This approach allows students to delve deeper into their chosen sport, gaining a more profound understanding of its intricacies and nuances. Through this specialization, students develop essential skills such as team building, tactical strategies, confidence, and leadership qualities. We cater to the interests of our student community by offering a range of sports for specialization. These include Table Tennis, Basketball, Cricket, Football, Volleyball, Swimming, Handball and Badminton.

By focusing on one particular sport, students have the opportunity to refine their skills, develop advanced techniques, and excel in their chosen discipline. This specialized training not only enhances their performance but also fosters personal growth and character development.



At HXLS, we are committed to providing our senior students with a comprehensive Physical Education that prepares them for success both on and off the field. Through our sports specialization program, we aim to cultivate well-rounded athletes who embody the values of sportsmanship, teamwork, and perseverance.

TEACHING STANDARDS AND PRACTICES: At HXLS, sports are an integral part of our students' overall development. Our dedicated teams practice every morning to sharpen their skills, discipline, and teamwork in preparation for various competitions, including the Haryana Sports & Games, CBSE Sports Meet, Federation Tournaments, and Invitation Tournaments. These events give students the chance to showcase their talents, sportsmanship, and teamwork on a larger stage. Beyond competition, our Sports Enrichment Program emphasizes personal growth, resilience, and fair play—values we encourage both on and off the field. Intramural activities foster healthy competition, camaraderie, and school spirit within the community, while our Adaptive Physical Athletic Meet ensures that students of all abilities are included and celebrated. We also take an interdisciplinary approach, connecting sports with subjects like science, math, and psychology to deepen students' understanding of athletics and its broader impact.



ASSESSMENT AND GRADING: At HXLS, our Physical Education assessments focus on four key areas: physical, affective, cognitive, and social development. Conducted twice a year and at the end of each sports rotation, these assessments go beyond skills to evaluate students' motivation, confidence, and understanding. This holistic approach ensures a complete view of each student's progress and overall engagement in PE.



INFRASTRUCTURE: At HXLS, we are committed to providing our students with top-notch sports facilities to support their physical fitness and skill development. Our extensive sports infrastructure includes Basketball, Cricket, Artificial Turf Area, Track & Field, Volleyball, Badminton, Table Tennis, Gymnastic Hall, Swimming Pool, Yoga Room, Jungle Gym, Burma Bridge.

Badminton	Basketball	Chess	Cricket	Football	Gymnastic
	Hockey	Swimming	Table Tennis	Track & Field	
		Volleyball	Yogassana		

HXLS SPORTS POLICY

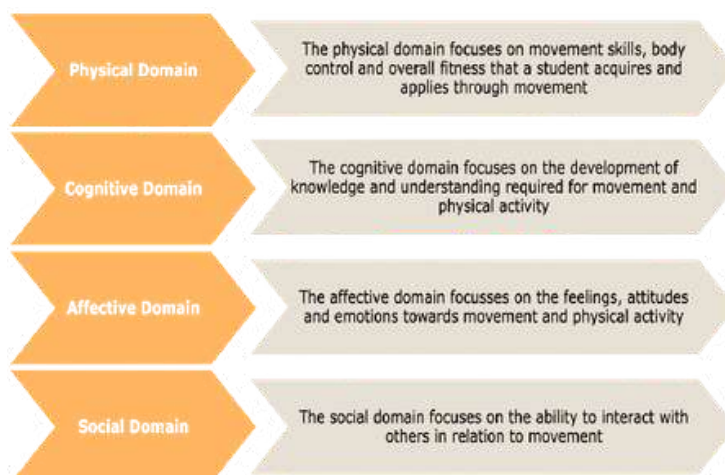
The School Philosophy

At the HXLS, sports are more than just games; it embodies a philosophy of growth and character development. We believe in fostering a culture of teamwork, perseverance, and sportsmanship. Our approach emphasizes the importance of physical fitness, mental resilience, and fair play. We encourage students to embrace challenges, learn from failures, and celebrate successes, instilling life-long values of discipline and respect.

Our Vision for School Sports Program

Our school sports program envisions a dynamic and inclusive environment that empowers every student to discover their full athletic potential. We strive to cultivate a passion for sports and physical fitness, fostering a culture of excellence, teamwork, and integrity.

Our vision is to create opportunities for students to participate in a wide range of sports, nurturing their skills and promoting a healthy lifestyle. Through dedicated coaching, state-of-the-art facilities, and a commitment to fair competition, we aim to produce not only accomplished athletes but also confident, disciplined, and resilient individuals who carry the values of sportsmanship into their future endeavors.



School Team Selection Criterion and Process

Students from Grades VI to XII will be given an equal opportunity to try out for the school teams. The selection process will be fair, transparent, and based on merit, considering skills, commitment, attitude, and performance during try-outs.

HXLS understands that sports teams play an important role in the development of students both physically and mentally. To ensure a fair and transparent selection process, we have established the following criteria and process for selecting students for our sports teams. This information is provided to both students and their parents/guardians to promote clarity and understanding.

Selection Criteria:

Team selection at HXLS is based on a balanced evaluation of skill, fitness, discipline, and academics. Coaches assess students' technical abilities, physical fitness, and tactical understanding, along with their attitude, teamwork, and commitment. Discipline and sportsmanship are essential, and any behavioral issues may affect selection. Academic performance is also considered, with input from class teachers and program leaders ensuring a well-rounded assessment of each student.



Selection Process:

At HXLS, the tryout and selection process are clearly communicated to students and parents in advance, including criteria and timelines. Tryouts are conducted by qualified coaches through drills and matches, with evaluations based on defined criteria. Once selections are finalized, results are shared with the students. Feedback is available upon request, and appeals are considered only in cases of procedural errors or misconduct.



Guidelines and Expectations from Students

a) Attendance and Commitment: Athletes are expected to be available for participation in tournaments or friendly matches as requested by the coach. This includes on-campus, off-campus, or out-of-city events. By joining the team, athletes commit to being available and actively participating in all team practices and events.

b) Travel: All team members are required to travel together for safety, security reasons and to maintain team spirit. School field trip rules will be in effect during these trips. As representatives of Heritage Xperiential Learning School, they must conduct themselves appropriately and must maintain high standards of conduct and behaviour. They must follow all schedules and instructions provided by the coaches.

c) Medication and Health: Any medication taken by an athlete must be duly intimated to the coach. In case the child suffers from any condition that requires special management the parents/caregivers are required to provide clear written instructions on the kind of management required to address the conditions. Athletes must not possess and consume any medication or supplement that the coach is unaware of.

d) Athlete Participation Agreement (ANNEXURE A) need to be duly filled & signed by all the athletes.

Classification of Tournaments: We consider the representation of students at all reputed sporting events (inclusive of sports not offered at school) including:



Tournament Participation

As per the School Sports Participation Policy, all selected athletes are required to mandatorily participate in two external tournaments (such as CBSE Sports Meet and Haryana School Games) and a minimum of two inter-school tournaments during the academic year.



Attendance Policy

- 1.It is important for all the children to maintain 90% attendance for promotion eligibility.
- 2.Children who are in the school team and are playing in CBSE (Cluster/Zonal), Haryana School Games (Block/District), Federation (District/ State) and Invitational Tournaments (Max. 4) will get a waiver of 20% attendance which is inclusive of events, practices /medical/social events.
- 3.Selected children who reach the State/National level (Haryana School Games), National level (CBSE) and State/National level (Federation or Association) are entitled to a waiver of 25% attendance inclusive of events, practices, medical and social events.
- 4.The School Principal holds the discretion to condone an additional attendance of 10% only for those students who perform exceptionally well at the National or International Level subject to their adequate academic performance and recommendations made by the respective Program Leaders, sports coaches and academic teacher.
- 5.Requests for late arrival/early departure to school for practice will not be accepted.

The athletes must manage within the attendance exemption and must priorities and decide on how the exemption must be used. The approvals and sanctions will be subject to the screening of the requisite documents by the PE Teachers and the Head PE. Post verification of the requisite documents, the athletes will be marked 'ECA' in the attendance portal for the days of the tournament.

Block Test/Assessment Policy:

The following policies will apply in the case of absence from a Block Test/Assessment due to tournaments:

- 1.For a Middle School athlete who is present on most days while teaching of an instructional standard/concept/skill is underway, the overall score for that standard will be based on continuous collection of data (classroom observations, along with assignments, notes, summative assessments that he/she completes/appears for). In view of this, it is highly recommended that athletes are regular, meet deadlines and are concerned with the quality of their everyday academic endeavours.
- 2.Also, if an athlete misses most of the teaching pertaining to an instructional standard, on account of being absent from school, that standard will not show an overall score in the report card.
- 3.For a Senior School athlete, if an athlete misses one block test, he/she is not entitled to miss the other. The athlete must be present for either of the two block tests.
- 4.It is mandatory for all the participating students to appear for their annual exams, half-yearly exams and pre-boards. In case, the dates of examinations coincide with the tournament dates, then the student needs to appear for a retest on the dates scheduled by the school.



Leave/Permission Norms and Form Submission

1. Leave Application and Relevant Documents: The athlete will fill out the leave application form(s) at least three days in advance of the requested leave and submit the form(s) along with all the relevant documents to the requisite PE teacher.
2. Parent Permission Form: Before participating in any tournament, the athlete will ensure that the Parent Permission Form is duly signed and submitted.
3. Non-School Sponsored Trips: For participation in non-school sponsored trips, the student will still fill out the leave application form(s) in advance. Permission for this advantage will be granted by the Head PE.

Parent/Coach Chaperones for Tournaments

When five or fewer members of a sports team are participating in outstation CBSE Sports Meet/Haryana School Games/ Sports Federation or Association Championship, the school encourages the involvement of a parent chaperone to assume the responsibility of accompanying and guiding the team.

A PE teacher will only accompany the team when there are more than five members. However, for National/International Level representation, the respective PE teacher will accompany the athlete/s.

Tournament Expenses

The school will not cover the expenses incurred for participating in external sports tournaments, including accommodation, meals, and other related costs. Students and their families will be responsible for bearing the financial obligations associated with participating in tournaments. The school will not provide any financial assistance or reimbursement for tournament expenses.

Transportation within NCR

The school will provide transportation facilities for sports teams to travel within NCR for the CBSE Sports Meet/Haryana School Games/Federation or Association Championship, provided that the participants are accompanied by the School PE Teacher or Coach. The mode of transportation will be determined by the school based on the number of students, distance, and logistical considerations. The school may collaborate with external transportation providers or utilize school-owned vehicles for transportation purposes.

Refreshments

All participants in Tournaments are required to carry their own food during the duration of the event though light refreshment will be provided by the school for events within Gurugram.



ANNEXURE: 1-6

ANNEXURE: 1 ATHLETE PARTICIPATION AGREEMENT

NAME OF THE PLAYER/ATHLETE:	
GRADE/SECTION:	SPORT / ACTIVITY:

I understand that "My primary responsibility is to strike a balance between the dual responsibilities of being a student and an athlete. I will seek the help and advice of others when necessary".

I hereby acknowledge:

1. I have made a conscious decision to represent the HXLS Sports team.
2. This is a physically demanding sport. I must be in excellent physical and mental condition.
3. I understand that a primary objective of the session is to foster the development of a cohesive and unified team in this sport.
4. I hereby commit to the team and coaching program in its entirety, regardless of any external training or practice arrangements. My dedication to the program remains absolute and unwavering.
5. I need to bring a positive attitude to each practice and game.
6. If I am a skilled athlete, I have the responsibility to help others on my team develop their skill. If I am less skilled, I need to be receptive to feedback from others.
7. I must take care of my body, including proper rest, diet and exercise as an Athlete.
8. I acknowledge that tobacco, alcohol, and drugs are harmful to my health. I commit to refraining from smoking, consuming alcohol, or using drugs. I understand that any violation of this commitment may result in my removal from the team, exclusion from the next sports season, and strict disciplinary action.
9. I acknowledge that the official reporting time is 6:00 AM. I commit to adhering to this schedule and understand that non-compliance may lead to necessary action.
10. I must attend every practice and competition and must be punctual throughout.
11. I acknowledge that I am expected to attend morning team practices with a minimum attendance of 90%. Regular attendance is crucial for team cohesion and individual skill development.
12. I acknowledge that arriving late to practice on two occasions will be considered one unexcused absence if no prior notice is provided. Accumulating three unexcused absences may result in removal from the team



-
- 13.I acknowledge that excused absences must be approved by the coach in advance through a formal email application, endorsed by a parent, and submitted prior to the scheduled practice day.
 - 14.I acknowledge that absence from practice or team activities without any prior information may lead to removal from the school team.
 - 15.I acknowledge that if I fail to attend and participate in practice sessions for 10 days prior to a tournament, I will not be permitted to participate in that tournament.
 - 16.I acknowledge that receiving three warning emails may lead to removal from the school team.
 - 17.I acknowledge and approve that competitions may take place on weekends or during scheduled practice times, either on the school field or at an alternate venue. In all instances, a PE teacher will be present to supervise and support the athletes.
 - 18.I hereby give my consent for the school to use my photographs and/or videos taken during sports events, tournaments, and school activities for publication on the school's official social media platforms, website, newsletters, and other school communication or promotional materials.
 - 19.I understand that the school reserves the right to refuse participation of athletes in accordance with attendance, behavior or on any disciplinary grounds.
 - 20.I acknowledge that alternate players are essential members of the team. Adjustments may be made as necessary, including up to the last moment.
 - 21.I acknowledge that being a member of the school team does not guarantee participation in every tournament. Selection will be based on the athlete's regular attendance, performance, dedication, and behaviour.
 - 22.I understand that I am expected to participate in all tournaments unless a genuine reason prevents me from doing so. Refusal to participate without valid justification may result in disciplinary action.
 - 23.I agree that in the event of a medical emergency during an outstation tournament, my parents or guardians will be required to arrange for the immediate pickup of their child from the venue.
 - 24.In the event of a last-minute withdrawal from tournaments outside the NCR, I will remain liable for all expenses incurred.
 - 25.If I withdraw from the team mid-session, I will be ineligible to participate in sports trials for the next session in any sport offered.
 - 26.I understand that I am required to uphold my commitment to my respective team. Withdrawal from the team must be justified with prior notice and a valid reason. Failure to comply may result in consequences determined by the PE department.
 - 27.I acknowledge that if I leave or am required to leave the HXLS Sports Team, including in the event of withdrawal or removal from the team, I must return all school team jerseys and badges to the designated PE teacher and pay the cost of the issued jersey as determined by the school. This requirement ensures the efficient operation of the team and preserves the integrity of team uniforms.



28. I confirm that participation in club tournaments will not be eligible for ECA credits.
29. I understand that for ECA requests, a parent must submit a formal email at least two days in advance, including the student's full details (name, admission number, grade, and section), the requested ECA dates, and event details. The email must also include valid supporting documents and an official invitation.
30. I understand that for each ECA request, this process must be followed, with the grade tutor and the respective school PE educator copied in the email. Approval will be granted by the Head – PE.

It is imperative that all athletes adhere to these guidelines to ensure the success and reputation of HXLS sports programs. Violations of this policy may result in appropriate disciplinary actions as deemed necessary by the school administration and sports department. I have carefully read and understood the above terms & conditions of the agreement and my obligations stated herein. I solemnly undertake to abide by them.

Signature of Player/Athlete

Signed on the _____ (day) of _____ (month) of _____ (year)

Counter Signature of Parents/Guardian:	
Name:	Relationship (with Child):
Contact Number:	Alternate Number:
Email Id:	
Residence Address:	
Signature:	Date:
Emergency Contact Details other than Parents/Guardian	
Name:	Relationship (with Child):
Contact Number:	



ANNEXURE: 2

STUDENT HEALTH QUESTIONNAIRE

Student name:	Age/D. O. B:			
Grade:	Field Trip date/s:			
Field Trip Destination:	Teacher-in- Charge:			
Date:	Pulse:			
Vision:	RE:		LE:	
Weight:	Height:			
Blood Pressure:	Blood Group:			

Health information

1. Does the child suffer from any visual impairment? Yes / No / Occasionally

2. Does the child suffer from hearing loss? Yes / No / Occasionally

3. Did the child have a Tetanus shot? Yes / No If yes, when?

4. Does the child have any heart related condition or epilepsy?



5. Does the child have any health-related condition that would affect active participation in the proposed field trip?

6. Is the child allergic to any medication?

7. Did the child have a recent injury or surgery or any other serious illness or ailment? Yes / No. If yes, please give details.

8. Does the child have/had any of the following or are any of the parents under medication for any of the following conditions? If yes, mention the health regime and any important details that we must know

9. Other information about the child you may want to share

10. Please mention any specific dietary requirements for your child.

11. Summary of the current health condition, medications and therapies of your child.



Health Issues	Remark
Allergies	
Asthma	
Influenza	
Diarrhea	
Infections (Malaria Or Dengue)	
Convulsions	
Joints Pain	
Urinary Infection/Stone	
Menstrual Issues	
Diabetes	
Hypertension	
Hepatitis	
Cardiac Problems	
Surgery / Serious Illness	
Ear/ Nose/ Mouth	
Emotional / Mental Health Status	

If the above questions are answered fully by the parent, there should be no need for a "Medical Examination". However, if your son/daughter has not previously had a medical examination, or if there is any doubt regarding any medical condition, it is advisable to arrange for an examination by your own family doctor (MBBS certified) who should be given full details of the proposed field trip visit and the advice of the doctor should be shared with the school, in writing, prior to the field trip.



ANNEXURE: 3 PARENT CONSENT FORM

FOR OUT-STATION TRIP / FIELD TRIP / SPORTS TRIP / EVENT

(To be returned no later than _____. Please note that your child will be permitted to participate in the proposed out-station trip / field trip / sports trip / event, etc. only if this consent form is signed and received on or before the above-mentioned date.)

I have been informed of the out-station trip / field trip / sports trip / event, etc. scheduled for academic year _____ taking place from _____ to _____. I voluntarily consent to my child going and actively participating in this field trip / outstation trip.

I am aware of this out-station trip / field trip / sports trip / event, etc., its objectives and the overall activities that my child might be participating in. I have read the attached trip itinerary (Appendix 1) and have noted the transportation and accommodation arrangements (if required) and the accompanying teachers. I also understand and acknowledge that there are inherent risks associated with outdoor programs and related logistics of travel and stay (if required), which despite the due care taken in planning and executing this activity may not be mitigated.

My child is medically fit to participate in (outdoor) activities.

My child's health condition has been addressed in the attached health questionnaire (Appendix 2). In addition, if there are any health issues that have not been covered in my responses, I will update the school in writing prior to the trip and provide the school with a written list of approved medication or special instructions.

I also understand that the school reserves the right to refuse participation on the proposed field trip based on an assessment of the health information.

I acknowledge the school's rights in this regard and will accept any such decision.

I understand that the Athletes are required to deposit payments if any (Boarding + Travel) before they leave on any outstation tournament.

By my signature, I voluntarily confirm satisfaction with the itinerary, arrangements and Tournament details shared with me.

Signature of Parent

Name of Parent (Father/Mother)

Date

Details of Parents/Guardian	
Name:	Relationship (with Child):
Contact No.:	Alternate No.:
Email Id:	
Residence Address:	
Signature:	Date:

ANNEXURE: 4

CERTIFICATION OF PHYSICIAN (MBBS)

I hereby certify that this child/student _____ was examined by me with particular attention to those systems affected by strenuous Physical activities appropriate for this age group. At the time of examination, no physical condition was detected which would reasonably be anticipated to render this student physically unfit to engage in activities such as Basketball, Football, Cricket, Track & Field, Volleyball, Hockey, Gymnastics, Swimming, Badminton, Table Tennis, Chess & Yoga.

Details of Physician (MBBS)			
Name		Signature & Stamp	
Address			
Mobile No.			
Date			



ANNEXURE: 5
TOURNAMENT / EVENT ITINERARY

Destination	
Dates	From To
Mode/s of Transport	1. 2. 3.
Jerseys	
Drop-off Point & Time	
Meals & Snacks	
Accommodation	
Pick-up Point & Time	
Trip Facilitators	
Accompanying Adults	1. 2. 3.
Contact Number	1. 2. 3.
Trip Cost & Payment	
Tournament Details	



ANNEXURE: 6

PARENT PERMISSION FORM ON/OFF CAMPUS

Teacher's / Coach's Name					
Date of Activity					
Location					
Purpose of Activity					
Reporting Time		Departure		Arrival	
How will the students be taken home after the field trip?					
Fee Per Child		Purpose of Fee			
Please return the permission form by					
Items to bring on the field trip					
ACKNOWLEDGEMENT					
I acknowledge that, despite the school's precaution and supervision, participation in this field trip may involve some risk to the child's safety and I hereby consent to my child's participation with that knowledge and will not hold the school accountable for the same. I give permission for my child, _____ Class ____ Section ____ to attend the above field trip.					
In case of an emergency, I give permission for my child to receive medical treatment at the nearest available medical facility.					
I am interested in being a chaperone on this field trip (tick ✓)				Yes	No
Name		Mobile No.			
Emergency Contact No.					
Parent Signature			Date		



OTHER CO-CURRICULAR ACTIVITIES

Assemblies

Assemblies are part of the general educational function of the school. They provide a unique format for the community to come together around shared values, to celebrate or to mark important occasions or milestones or appreciate performances and presentations. They also create opportunities to share concerns or to present information related to the school curriculum, and to promote the students' general social and aesthetic development. Assemblies provide forums for reinforcing appropriate audience behaviour. Assemblies make it possible to present material not easily done in the regular classroom. In addition, assemblies provide an appropriate showcase for our student and faculty performing talent.

Expected Student Behaviour during assemblies:

Appropriate assembly behaviour is part of the educational nature of the assembly program. It is an important courtesy for visiting performers and an essential ingredient to the goal of providing a stage for the talents of students and faculty members, as well as a forum for sharing important values and concerns. This appropriate behaviour will be assured by the following:

- 1.The teacher will guide student behaviour as a natural extension of his/her class.
- 2.Teachers reserve the right to remove an unruly student or students from the assembly.
- 3.No books or book bags are to be brought to an assembly.
- 4.Students should either sit cross-legged on the ground or sit in a chair with good posture and feet on the ground.
- 5.Students should report promptly to the assembly.
- 6.General courtesy and attention is required, including complete silence while someone is speaking or performing in front of the audience and between performances.
- 7.Students should become quiet when the staff member or student begins to introduce the assembly and should NOT get up and walk around during performances.
- 8.Appropriate expressions of applause are encouraged. Whistles or cheers are not generally considered an appropriate response to a performance, though they may be appropriate at a sports competition.
- 9.Whenever the National Anthem is sung or performed, students must stand silently inattention, with arms straight by their sides, as a sign of respect.



KHOJ–Mandatory Excursions Off Campus

Heritage is an Experiential Learning School. This means that, in addition to finding inspiration from seminal Indian educational reformers and thinkers such as Tagore, Aurobindo, Krishnamurti and Gandhi, we are also heavily influenced by the work of Kurt Hahn, co-founder of Outward Bound, the world’s leading program in outdoor education. Hahn employed challenge, adventure and service not merely as ends in themselves, but as a method of inculcating such qualities as skill building, teamwork, leadership, compassion and responsibility into his students. At Heritage, we call these expeditions “KHOJ”, and we offer this experience to students in Class IV to XII.

The HXLS Outbound Programme is a carefully designed experiential learning journey that enables students to step beyond familiar environments and discover their inner strengths. Rooted in the philosophy of experiential education pioneer Kurt Hahn— “There is more in us than we know”—the programme emphasises growth through adventure, challenge, service, and cultural immersion within a structured and reflective framework.

Purpose

The Outbound Programme aims to:

- Enhance environmental, cultural, and social awareness through exposure to diverse ecosystems and communities.
- Develop leadership, teamwork, resilience, and independence
- Provide meaningful experiential learning through service, creative engagement, adventure, and cultural exploration
- Encourage empathy, responsibility, and reflective thinking

Programme Design & Implementation

- Outbounds are planned in collaboration with experienced and accredited vendors aligned with the school’s educational philosophy and safety standards.
- Itineraries are developmentally appropriate, aligned with the curriculum.
- Each programme includes a balanced mix of learning sessions, service opportunities, creative experiences, and age-appropriate activities.
- Pre-departure orientations and post-trip reflection sessions are integral to every outbound programme.



Safety & Well-Being

Student safety is paramount.

- A minimum supervision ratio of 1 teacher to 16 students is maintained at all times.
- Students are accompanied by school teachers and trained facilitators throughout the programme.
- First-aid kits are available during travel and at activity sites, and local medical facilities are identified in advance.
- Parents are informed promptly in case of illness or injury.
- Medical and parental consent is mandatory for the student to participate in the outbound.

Logistics & Arrangements

- Travel is arranged depending on the destination.
- Accommodation is provided in reputable hotels/resorts/camps, with gender-segregated rooms.
- Nutritious meals are provided, with opportunities to experience local cuisine.
- School-issued ID cards must be worn at all times.

Behaviour Expectations

- Students are expected to uphold the school's code of conduct throughout the programme.
- Respect, cooperation, punctuality, appropriate dress, and hygiene are mandatory.
- Zero tolerance is maintained for bullying, violence, substance use, or serious misconduct. Such incidents may result in immediate dismissal from the programme, with parents bearing the cost of early return and possible disqualification from future outbounds.
- The school reserves the right to withhold participation if guidelines are not met.

Communication with Parents

- A dedicated one-way WhatsApp group is used to share updates during the programme and is dissolved after completion.
- Parents are requested not to send individual messages or requests to teachers through this channel.
- All emergency communication is managed by the designated school administrator.



Documentation & Participation

Parents must submit:

- Signed acknowledgement of guidelines and code of conduct
- Medical and consent forms
- Parent consent form
- Copy of government-issued identification, as applicable

Attendance at the parent orientation is compulsory. Registration and payment must be completed within the communicated timelines.

Field Trips

Field trips at HXLS are planned as meaningful extensions of classroom learning. They provide students with opportunities to explore real-world contexts such as cultural institutions, nature spaces, museums, industries, and civic bodies, helping them connect academic concepts with lived experiences.

Purpose

Field trips are designed to:

- Support curriculum objectives through experiential learning
- Develop observation, inquiry, and reflection skills
- Encourage responsible behaviour, independence, and collaboration

Planning & Supervision

1. All field trips are age-appropriate and curriculum-aligned.
2. Students are supervised by school teachers at all times, maintaining a minimum ratio of 1 adult to 16 students.
3. Trips are conducted during school hours or as day programmes unless otherwise communicated.

Safety & Well-Being

- Student safety is a priority on all field trips.
- First-aid kits are carried.
- Parents must submit completed consent form prior to participation.
- Prescribed medication must be handed to the class teacher in clearly labelled containers, if any.
- Mobile phones, smart devices, valuables, and cash are not permitted.



Logistics

- Transportation is arranged through school-approved buses.
- Students must wear their school ID cards at all times during the trip.
- Meal and refreshment arrangements are communicated in advance.

Behaviour Expectations

Students are expected to:

- Follow instructions from teachers and facilitators
- Show respect towards peers, staff, hosts, and public spaces
- Maintain discipline, punctuality, and appropriate conduct
- Any serious breach of the school's code of conduct may result in withdrawal from the field trip and further disciplinary action as per school policy.

Communication with Parents

- The school will share key updates through official communication channels.
- In case of emergencies, parents will be informed promptly by the designated school authority.

Participation

- Participation is subject to submission of all required documents and, where applicable, payment of fees by the specified deadline.
- The school reserves the right to withhold participation if guidelines are not met.



Student Engagements and Leadership

At HXLS, we believe that every student has the potential to lead, inspire, and make a difference. Student-led clubs and societies are a cornerstone of student empowerment and engagement, offering opportunities for deeper learning and personal growth beyond the academic realm. Such endeavours cultivate essential skills such as teamwork, decision-making, and responsibility. Whether through student councils, clubs, community service, or peer mentorship, students will find avenues to develop their voice and contribute meaningfully to the school community. Mentioned below are the various avenues available to students at HXLS to explore extracurricular engagements and leadership opportunities:

- Clubs like Grub club, Litsoc, paradox, Sketch, Debsoc, Buzzer, Entrenomics, click to name a few.
- XMUN and MUN Society
- Saksham: Enabling the Society
- Joy of Green
- Work Experience or SEWA (Social Empowerment through Work Education and Action)
- Student General Body
- Heritage Centre for Active Citizenship

Applications for joining these clubs/societies/students' general body is open annually and eligible students can apply for the same.

School Teams & Sports Enrichment Program

School Teams: HXLS offers students the opportunity to be part of school teams in Performing Arts (PA), Visual Arts (VA), and Physical Education (PE). These teams are a platform for passionate and committed students to refine their skills, collaborate with peers, and represent the school in various events and competitions. Students from the Middle and Senior programs can nominate themselves to be part of these teams. Selection is based on a rigorous process of trials, auditions, or tests, ensuring that each team comprises 40 dedicated individuals who are eager to learn and excel.

Below are the team offerings available for our students for the academic year 2026-27: School team	Below are the team offerings available for our students for the academic year 2026-27: School team	Below are the team offerings available for our students for the academic year 2026-27: School team
Performing Arts (PA) Team	Western Dance, Indian Classical Dance, Theatre, Western Choir, Hindustani Choir, School Band, Indian Percussion	7 to 12
Visual Arts (VA) Team	2-Dimensional and 3-dimensional mediums, on rotation	7 to 12
Sports Teams*	Badminton, Basketball, Cricket, Chess, Gymnastics, Football, Swimming, Track and Field, Volleyball, Hockey, Table Tennis, Yoga and chess.	4* to 12



COMPETITION POLICY

In essence, the school likes to draw a clear distinction between building competence or excellence and the competition itself. While we encourage students to strive for excellence through continuous improvement towards mastery of skills, we minimize the emphasis on comparison with other students or winning at any cost. In a competitive culture, a child is told that it isn't enough to be good – he or she must triumph over others. Success comes to be defined as a victory, even though these are really two very different things. At HXLS, there is no exposure to competition till Grade 5.

In Fine Arts as in sports, we encourage excellence through the development of skills, coaching and assessments in music, visual arts and drama. We recognize that some students are naturally gifted and are committed to providing opportunities for them to explore and develop their interests; nevertheless, we also want students to understand that excellence comes primarily through hard work and dedication and that maximum enjoyment comes through teamwork and collaboration. As a school, we will host festivals and performances to provide a platform to showcase student work.

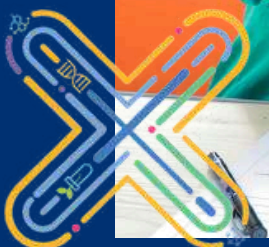
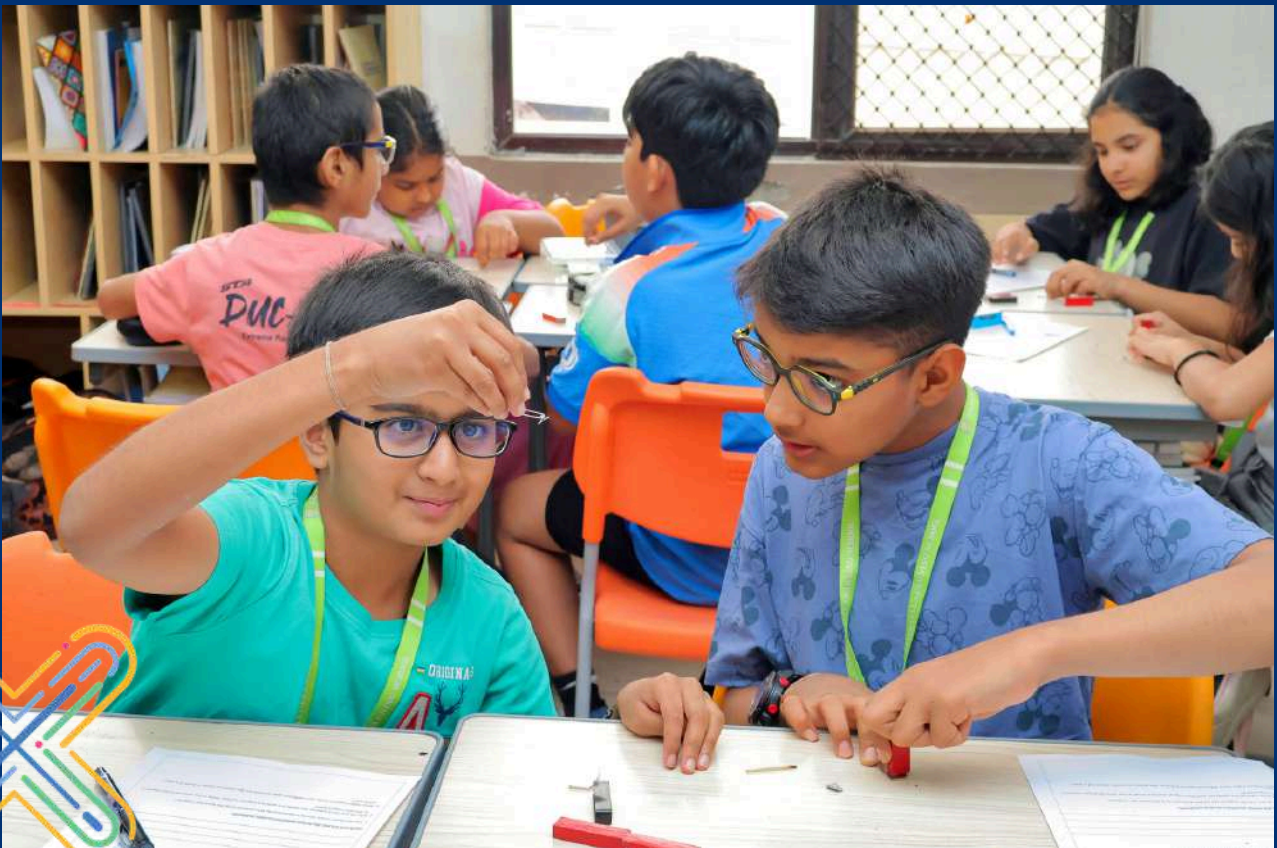
Participation in competitions in the Visual Arts (VA) Department begins from Grade 8 and continues through Grade 12. Students actively participate in various competitions at the inter-school, national, and international levels, showcasing their creativity and artistic abilities. The VA team is initiated from Grade 7, where students focus on developing and strengthening their artistic skills. During this stage, students are guided to explore different art forms and are encouraged to express their ideas and perspectives creatively through visual media. This foundational training prepares them for competitive participation in the subsequent grades. As students mature, we provide opportunities for interschool competitions in sports as well as other areas, such as Model United Nations (MUN) conferences and debates. Increasingly, we would introduce greater opportunities for school teams in different sports and performing arts. We host tournaments to promote the culture of sports and also selectively participate in inter-school events. The guidelines for team selection and auditions are made clear to students so that trials and auditions are fair—and that students who do not make the cut have other options, such as clubs and activities, for them to develop their skills and interests in a non-competitive atmosphere.

As we work as a community to establish these values of excellence, inclusion, acceptance and hard work, we will also be inculcating the character traits that our students need to succeed in a complex, interconnected world where communication skills, cooperation and teamwork are as important as expertise or technical proficiency.





As we recognize achievement in others and offer encouragement to all, we move from an individualistic perspective of “me” and “mine” to an inclusive culture of “us” and “we.”



ACADEMIC HONESTY

Academic honesty is foundational to meaningful learning, authentic inquiry, and character formation. It reflects a student's commitment to intellectual responsibility, ethical discernment, and personal growth. In our academic community, integrity is not treated as a procedural requirement alone; it is a developmental expectation that shapes habits of mind, scholarship, and conduct. When students submit work that genuinely represents their own thinking, analysis, and effort, they cultivate competence, confidence, and credibility.

Academic dishonesty occurs when a student attempts to gain academic credit through dishonest, unfair, or deceptive means. This includes cheating, plagiarism (whether accidental due to poor citation practices or intentional), fabrication or falsification of information, sabotage, collusion or copying, examination misconduct, and misuse of artificial intelligence tools. While AI may assist with brainstorming or conceptual clarification, submitting AI-generated responses as one's own constitutes a breach of academic integrity. Regardless of intent, students are accountable for ensuring that all submitted work reflects original thinking and properly acknowledged sources. When concerns arise, the school responds in accordance with the SSI (Sliding Scale of Intervention) and the Discipline Matrix. These frameworks ensure that interventions are proportionate, restorative where possible, and aligned with developmental growth. Minor infractions may involve guided correction, reflective tasks, resubmission without credit, and parental notification. More serious or repeated violations may lead to probation, suspension, or further disciplinary action.

Establishing a Culture of Learning and Inquiry

- To prevent malpractice and promote authentic scholarship, the school actively cultivates a culture of inquiry through the following:
- **Explicit Instruction in Academic Skills:** Students are taught research methodologies, citation protocols, paraphrasing techniques, and responsible digital practices to reduce unintentional plagiarism.
- **Ethical Literacy and Reflection:** Classroom dialogue emphasizes fairness, intellectual property, and the long-term consequences of dishonesty.
- **Assessment Design for Originality:** Teachers construct tasks that require critical thinking, application, and personal reflection, minimizing opportunities for copying.
- **Responsible Use of Technology:** Students receive guidance on appropriate AI integration and digital integrity.
- **Shared Accountability:** Students pledge to uphold integrity, parents support ethical conduct at home, and staff model transparency and fairness.
- Our shared objective is formative rather than punitive. By upholding rigorous standards of honesty, we nurture principled learners who think independently, act ethically, and engage in scholarship with authenticity and courage.



ASSESSMENT/EXAMINATION, INTERVENTION & SUPPORT

ASSESSMENT PROCESS AND PROMOTION POLICY

CLASSES I TO VII

There is no formal system of examination in the Junior Program or Middle Program. However, assessment is an integral part of pedagogy and is based on well-defined Learning Targets. The assessment happens on a continuous basis through various formal and informal tools, including standardized tests that are designed by experts to gauge student progress against objective measurements. In Junior Program, teacher observation is used extensively.

Assessment in the Middle Program focuses on classroom assessment practices that empower students to take charge of and monitor their learning and progress. Assessment begins with sharing of Learning Targets, and statements of intended learning, that are clearly understood by students. Targets may be knowledge, reasoning, performance skill or product based. To set the students up for success, teachers share rubrics and checklists that contain the criteria of a task well done. Teachers have a choice of assessment methods, ranging from students working on a performance or a product, or on time-bound assignments that include MCQs and extended written responses, to teachers having personal communication with individual students.

Formative Assessments inform students about their own progress and enable teachers to 'form' effective instructional strategies. Periodic Summative Assessments measure individual achievement at a point in time, against standards and benchmarks.

Students are partners in the assessment process and are actively involved in self-assessment and providing critical feedback to peers. Each student maintains a portfolio, which is a collection of her work done over a period of time. This collection tool allows students, teachers, and parents to appreciate the efforts made by the child, during the course of her learning journey.

At HXLS, Student-Led Family Conferences (SLFCs) are attended by the student, parent/guardian and section educators. During the conference, students take the parents through the journey of learning supported by evidence of learning and growth compiled in a portfolio. Students share their strengths and goals in the process. The process is holistic and authentic evidence of student-led learning thus supporting student empowerment and creating independent learners.

Progress reports are shared with parents several times a year, at PTMs along with other forums for reflecting on the learning process, such as workshops, performances, and exhibitions. Portfolios are presented at student-led conferences.



Even though we do not begin formal examinations until Class 8, we do identify important test-taking strategies and begin to introduce students to them as they progress through the Middle Program, so that they are prepared for the demands of an exam system when they reach the senior program.

Class VIII

Assessment Structure

Annual Examination (80 Marks)	Internal Assessment (20 Marks)			
	Periodic Assessment (10 Marks)		Portfolio (5 Marks)	Subject Enrichment Activity (5 Marks)
	Block Test (5 Marks)	Multiple Assessment (5 Marks)		
School Based examination will be conducted for 80 marks in each subject covering 100% syllabus of the subject of Class VIII only. Marks and Grades both will be awarded for Individual subjects. 8-point grade.	Average of Best two out of three (periodic assessment 1, Half Yearly & periodic assessment 2)	Average of multiple assessments (term-1 and 2)	Average of portfolio (term-1 and 2)	Average of subject enrichment (term-1 and 2)

Grading Scale for Scholastic Areas (Class VIII)	
(School will award grades as per the following grading scale)	
MARKS RANGE	GRADE
91 – 100	A1
81 – 90	A2
71 – 80	B1
61 – 70	B2
51 – 60	C1
41 – 50	C2
33 – 40	D
32 & below	Detained



Co-Scholastic Activities (Class VIII):

For the holistic development of the student, co-curricular activities in the following areas are carried out by the teachers and will be graded on a 3-point grading scale (A=Outstanding, B=Very Good and C=Fair). The aspect of regularity, sincere participation, output and teamwork be the generic criteria for grading in the following co-scholastic activities:

- a) Art Education (Visual & Performing Art)
- b) Health and physical education including work ex. -activities under this create a sense of physical fitness, discipline, sportsmanship, patriotism, self-sacrifice, and health care.

Value Education (Class VIII): Value education significantly impacts career shaping, and it helps build character. Sincerity, good behaviour, and values develop strength and foster unity and cooperation. Grading on Value Education will be on a 3-point grading scale. Grading on Discipline will be done term wise on a 3-point grading scale (A=Outstanding, B=Very Good and C=Fair)

Skill Education (Kaushal Bodh)

In alignment with CBSE guidelines and NEP 2020, the school integrates Skill Education into the curriculum to promote vocational awareness and life skills.

Kaushal Bodh (Skill Awareness):

Introduced at the Middle School level, it focuses on:

- Awareness of different vocations
- Basic life skills
- Exposure to real-world applications

Computational Thinking (CT) and Understanding Artificial Intelligence (AI)

In line with the vision of the NEP 2020 and NCFSE 2023, the CBSE has introduced a curriculum on 'Computational Thinking and Artificial Intelligence' for Classes 3 to 8 from the session 2026-27. The curriculum aims at developing learners' ability to think logically, approach and solve problems systematically, find patterns and also understand ethical use of AI. Board has also decided to assign 'Computational Thinking and Understanding AI' as the training theme for the current session. This initiative aims to equip teachers with pedagogical strategies to integrate CT and AI concepts across subjects, foster ethical, responsible, and future-ready learning environment in schools



Promotion Policy–VIII

1) In order to be declared “Pass” at the end of the session, a student must secure at least 33% marks in overall in each subject studied by him/her in the session. This promotion is also subject to the condition that a minimum of 25% of marks should be secured in each subject in the Annual Examination.

2) A child is eligible to appear in retest for all the failing subjects.

3) The Retest will be conducted on the same pattern and syllabus of Annual Examination i.e., three hours duration and 80 marks. (Student who will be On duty from school or severe medical cases (with supporting documents) and the ones who do not perform the minimum qualifying level in each subject comes under retest category.

4) In order to be declared Pass”, a student must secure 33% marks in the retest examination. If a student does not secure 33% marks in the subject in which he/she has taken a Retest, he/she will not be promoted to the next class and detained in the same class during the next academic session.

Class IX & X Assessment Structure

Annual Examination/External CBSE Board Exam (80 Marks)	Internal Assessment (20 Marks)			
	Periodic Assessment (10 Marks)		Portfolio (5 Marks)	Subject Enrichment Activity (5 Marks)
	Block Test (5 Marks)	Multiple Assessment (5 Marks)		
School Based examination/Board Examination will be conducted for 80 marks in each subject covering 100% syllabus of the subject of Class-IX/X only. Marks and Grades both will be awarded for Individual subjects.	Average of Best two out of three (periodic assessment 1, Half Yearly & periodic assessment 2)	Average of multiple assessments (term-1 and 2)	Average of portfolio (term-1 and 2)	Average of subject enrichment (term-1 and 2)



1) From the academic session 2026–27, the scheme of two-levels, i.e. Mathematics Basic and Mathematics Standard examination, will be discontinued. However, students of Class-X in 2026–27 will only continue under the existing scheme and may opt for Mathematics Basic, as applicable for the academic year 2025–26.

2) Thus, the examination in Mathematics and Science will be offered at two levels –Standard and Advanced at class IX (2026–27 onwards) and class X (2027–28). All students (whether opting for Advanced or not) will appear in a common final examination (Board in class X/ school-based annual examination in Class IX of 80 marks, 3 hours). In addition, students opting for the Advanced level will take an additional examination of 25 marks (1 hour) at a higher level, based on the prescribed content.

3) A candidate securing 50 % and above marks for the optional Advanced Examination shall have the following recorded in the marksheet: The Advanced Level has been successfully cleared. (This text is tentative and may vary). However, the marks obtained in the Advanced Examination shall not be added to the overall aggregate or total score. In case a candidate secures less than the prescribed criteria, no reference to the Advanced Level shall be reflected in the marksheet.

4) This two-level structure will not apply to the internal assessments of 20 marks in Mathematics and Science conducted at the school level in Class X.

Grading Scale for Scholastic Areas (Class-IX)	
(School will award grades as per the following grading scale)	
MARKS RANGE	GRADE
91 – 100	A1
81 – 90	A2
71 – 80	B1
61 – 70	B2
51 – 60	C1
41 – 50	C2
33 – 40	D
Less than 33	Essential Repeat



Grading Scale for Scholastic Areas (Class-X)	
(Board will award grades as per the following)	
Grade	Octile
A-1	Top 1/8th of the passed candidates
A-2	Next 1/8th of the passed candidates
B-1	Next 1/8th of the passed candidates
B-2	Next 1/8th of the passed candidates
C-1	Next 1/8th of the passed candidates
C-2	Next 1/8th of the passed candidates
D-1	Next 1/8th of the passed candidates
D-2	Next 1/8th of the passed candidates
E*	Essential Repeat

Promotion policy IX-X

1) Annual/Board examination conducted by the school for class IX/X (80 Marks for major subjects or Marks mentioned in the syllabus of the subject).

2) Internal Assessment (20 Marks for major subjects or Marks mentioned in the syllabus of the subject) conducted by schools for classes IX/X.

3) To be declared successful in a subject, a student must secure a minimum of 33% marks separately in Final/Board and internal assessments.

4) A student who appears in the Annual Examination/Board can be declared eligible for appearing at the Retest in not more than two failing subjects. Such students shall be eligible to appear in Retest examination.

5) The Retest will be conducted on the same pattern and syllabus of Annual Examination i.e., three hours duration and 80 marks. (Student who will be on duty from school or severe medical cases (with supporting documents) and the ones who do not perform the minimum qualifying level in each subject comes under retest category.

6) In order to be declared Pass" in the Retest, a student must secure 33% marks, if a student does not secure 33% marks in the subject in which he/she has taken a Retest, he/she will not be promoted to the next class and detained in the same class during the next academic session.



Co-Scholastic Activities (Class IX & X):

Assessment of Art Education and Health and Physical Education

For the holistic development of the student, co-curricular activities in the following areas are carried out in CBSE-affiliated schools by the teachers and will be graded on a 5-point grading scale.

In the existing scheme of assessment, these activities will be graded on a 5-point grading scale (A to E) for classes IX-X and will have no descriptive indicators. The students shall be assessed on two areas i.e., Art Education, Health and Physical Education. Work Experience is subsumed in the Physical and Health Education.

While the students are engaged in the core areas like Health and Physical Education and Art Education, the process is as important as the product. Hence, the assessment in these areas takes account of both aspects. The basis of assessment has been suggested below:

- a. Art Education (Visual & Performing Art)– Art Education constitutes an important area of curricular activity for the development of the wholesome personality of students
- b. Health and physical education including work ex. –activities under this create a sense of physical fitness, discipline, sportsmanship, patriotism, self-sacrifice, and health care.

Value Education: Value education significantly impacts career shaping, and it helps build character. Sincerity, good behaviour, and values develop strength and foster unity and cooperation. Grading on Value Education will be done term-wise on a 5-point grading scale.

Skill Education (Kaushal Vikas)

In alignment with CBSE guidelines and NEP 2020, the school integrates Skill Education into the curriculum to promote vocational awareness and life skills.

Kaushal Vikas (Skill Development): Introduced at the Secondary/Senior level, it focuses on:

- Practical skill development
- Application-based learning
- Career readiness

Class XI-XII

Assessment Structure

Block Test 1	Half Yearly Examination		Block Test 2	Final Examination		Cumulative
Weightage-5	Weightage-40 Theory	Weightage-40 Practical/Project/IA	Weightage-5	Weightage -60 Theory	Weightage -60 Theory	100



Grading Scale for Scholastic Areas (Class-XI)	
(School will award grades as per the following grading scale)	
MARKS RANGE	GRADE
91 – 100	A1
81 – 90	A2
71 – 80	B1
61 – 70	B2
51 – 60	C1
41 – 50	C2
33 – 40	D
Less than 33	Essential Repeat

Grading Scale for Scholastic Areas (Class-XI)	
(Board will award grades as per the following)	
Grade	Octile
A-1	Top 1/8th of the passed
A-2	Next 1/8th of the passed
B-1	Next 1/8th of the passed
B-2	Next 1/8th of the passed
C-1	Next 1/8th of the passed
C-2	Next 1/8th of the passed
D-1	Next 1/8th of the passed
D-2	Next 1/8th of the passed
E*	Essential Repeat



Co-Scholastic Activities (Class XI–XII):

For the holistic development of the student, co-curricular activities in the following areas are carried out by the teachers. In the existing scheme of assessment, students will be graded on a 9-point scale (A1, A2, B1, B2, C1, C2, D1, D2, E) for classes XI–XII and will have no descriptive indicators. Work Experience is subsumed in Physical and Health Education. The aspect of regularity, sincere participation, output and teamwork be the generic criteria for grading in the following co-scholastic activities:

General Studies General Studies is a multi-disciplinary subject aimed at providing students with broad knowledge and essential life skills. It bridges gaps in specialized education by fostering critical thinking, problem-solving, communication, social and cultural awareness, and civic responsibility. It also promotes personal growth and lifelong learning by preparing students to apply knowledge in real world situations.

Art Education (Visual & Performing Art)– Art Education constitutes an important area of curricular activity for the development of the wholesome personality of students.

Health and physical education including work ex. –activities under this create a sense of physical fitness, discipline, sportsmanship, patriotism, self-sacrifice, and health care.

Promotion Criteria: XI

- 1.A student must secure a minimum of 33% marks in aggregate (total of all subjects) in the cumulative result.
- 2.A student must also secure minimum 33% marks in each subject separately, in Theory and Practical. Please note that both conditions 1 and 2 are mandatory.
- 3.If a student secures less than 33% marks in more than one subject, he/she shall not be eligible for compartment/retest and will be required to repeat the class.
- 4.A student who fails to obtain the minimum qualifying marks in only one subject in the cumulative examination shall be given an opportunity to appear for a Compartment/Retest Examination.
- 5.The Retest will be conducted on the same pattern and syllabus of Annual Examination i.e., three hours duration and 80 marks. (Student who will be on duty from school or severe medical cases (with supporting documents) and the ones who do not perform the minimum qualifying level in each subject comes under retest category
- 6.To be declared Pass in the Compartment/Retest, the student must secure a minimum of 33% marks in that subject.
- 7.In case the student is unable to qualify the Compartment/Retest Examination even after availing the opportunity, he/she will be required to repeat the class.



STUDENT ACADEMIC PROBATION

- In order for students to succeed academically, they must receive consistent support and intervention at the earliest sign that they are struggling. This support comes in the form both of assistance and accountability. The assistance is outlined in our Student Support Policy. The accountability comes through Academic Probation, outlined here:
- If a student's Term marks have dropped to a cumulative average that is below the level agreed upon by individual programme leaders in consultation with the Teaching & Learning Team, the student will be placed on **Academic Probation**.
- Parents will be contacted, and the student will be provided with immediate, mandatory remediation outside of school hours.
- If a **possible learning disability is suspected**, parents are expected to get the student assessed by a qualified educational psychologist and the results made available to the school
- If a learning disability is subsequently diagnosed, then the provisions of our Inclusion Policy will be implemented.
- If the **student is not diagnosed with a learning disability**, then she/he must improve the average (i.e., raise it to above 50% cumulative) AND raise all individual marks above C2 (50%) by the time the next semester marks are released.
- If the marks have improved after one marking period, the student will be taken off Academic Probation and reinstated in good standing.
- If marks have not improved after one marking period, another conference will be called and the probation will be extended only once, either for a consecutive semester OR for any additional semester within the period of two years.
- If the grades have not improved even after two full semesters on Academic Probation, then the student will be asked to find a more appropriate learning environment.

REPORTING OF STUDENT PERFORMANCE

Junior Program - Student progress is reported to parents on a regular basis through parent-teacher interactions. Formal report cards generated through a robust process of collecting observations, inferring from them and arriving at conclusions are shared with parents twice a year. The student progress review is shared with the parents followed by a formal meeting where strengths and work on areas are discussed. Grades 1-3 have a process of sharing both qualitative and quantitative data whereas, in Nursery and Kindergarten, a detailed writeup (narratives) of the child's journey is provided. The data for each student is collated by the teachers by using various tools such as ongoing observations, anecdotes, rubrics, checklists, continuums, self and peer assessments, and reflections on a day-to-day basis. Assessments are an ongoing part of the classroom and the learning process. While there are no formal paper and pen tests, students perform various tasks which help the teacher draw patterns in each student's learning and plan a way forward.



Progress reports are shared with parents several times a year, at PTMs along with other forums for reflecting on the learning process, such as workshops, performances, and exhibitions. Portfolios are presented at student-led conferences. SLFCs are attended by the student, parent/guardian and section educators. During the conference, students take the parents through the journey of learning supported by evidence of learning and growth compiled in a portfolio. Students share their strengths and goals in the process. The process is holistic and authentic evidence of student-led learning thus creating independent learners.

Middle Program - We have a standards-based reporting system, in which we communicate student achievement on specific instructional standards. Reports are handed over to parents twice in a session, at the end of each term. Final grades are calculated based on multiple samples of a student's work, and not on any one assessment. We utilize specialised software to compute rubric scores and points obtained in summative assessments so that overall scores can be generated for instructional standards. In addition to the regular Parent Teacher Meetings, at the end of the term, we hold a Student-led Family Conference. These conferences offer a unique opportunity for parents to understand their child, his/her interests, and learning journey. During student-led conferences, students use carefully documented evidence from their Portfolio, to share their accomplishments, growth, strengths, learning, and areas to work on.

Senior Program - We follow a concept-based reporting system that communicates student achievement across specific learning concepts. Reports are shared with parents twice during the academic session, at the end of each term. The final grades are derived from cumulative internal assessments—both formative and summative—as well as the year-end examination. We use specialised software to accurately compute scores and performance levels in summative assessments, enabling a comprehensive evaluation aligned with instructional standards.

In addition to the regular Parent-Teacher Meetings held at the end of each term, we also organise need-based interactions with parents. These meetings are designed to discuss targeted action plans and effective strategies to support each learner. This holistic approach ensures a focused effort towards the overall growth and development of every student.

Interventions

Well-informed teachers make good decisions, and therefore, interventions designed to improve student learning and overall progress are a critical component of our programme. Interventions in education allow teachers and teaching assistants to address any gaps in a child's progress or attainment. Once sufficient data has been collected and teacher and parent-partners have an opportunity to share concerns and mutual aspirations: effective, targeted, and efficient interventions are then used to overcome any barriers to the child's learning.



Many issues children face in their learning are interconnected. It might be that a child is displaying concerning behaviour, and is falling behind academically, so each intervention needs to address each individual's specific areas of need. Some interventions may be formally structured and monitored in order to track the child's progress, while other interventions are implemented from a more flexible standpoint and are periodically adjusted to the changing needs of the student.

Once academic gaps are identified, teachers discuss the way forward with parents. Support is provided in the class, through the use of separate instructions and resources, and grouping through differentiation.

The parent and the teacher are expected to communicate regularly and work in collaboration to support the child in specific areas. Guidance is provided by the counsellor regarding classroom accommodations, as needed.

To help students with different abilities and challenges, a group of Special Education Needs teachers provides academic support aligned to the student's IEP (Individual Education Program Plan). This also includes speech and OT sessions for support apart from Academics.

The counselor assists students through four primary interventions: counseling (individual and group), large group guidance, consultation and coordination. The counselor provides students with services to enhance personal and academic achievement and development. The counselors help students with selection of classes each year plus college and career awareness, personal concerns, curriculum information, and study skills assistance. In some cases, the counselor may refer students and their parents to outside resources who offer interventions, expertise and perspectives which fall outside of the purvey of the school. It is recommended that the counselor uses a team approach, in consultation with the Program Leader, classroom teacher or any other adult who knows the student(s) well and can give insight. Students are referred to counselors by their teachers or parents, and they are also encouraged to approach the counselors directly.

CELEBRATIONS

FESTIVALS AND CELEBRATIONS

Celebrations form an integral part of any culture. However, these have now become synonymous with pomp and ostentation rather than being a reflection of our traditions. Celebrations should provide opportunities to experience and explore the diversity that exists in our society.

Every region and every community have its own festivals spread across the year. It is very important to educate our future generation about this diversity and give the message that we are united in our humanity despite all differences. The spirit of love, happiness and goodwill that characterizes festivals brings people together from all walks of life. Celebrating festivals together brings communities closer.



We at Heritage, therefore, look at celebrating various festivals as opportunities to make meaningful connections with one another and embrace the diversity in the homogeneity called The Heritage Family.

BIRTHDAY CELEBRATIONS

Birthdays, being important days in our lives, are looked at as an occasion for coming together and sharing. We traditionally teach children that a kind deed done on this special day could sow seeds which will reap fruits later in our lives. Let us encourage our children to look beyond parties, which are mirrors that flash wealth. Birthdays are special moments in a child's life, and at HXLS, we believe in celebrating them in a way that fosters meaningful values and shared joy.

Nursery to Grade 5

To move away from an emphasis on chocolates and toffees, we encourage students to bring a book (in good condition and within Rs 500/-) as a part of their birthday celebration. This book will be read aloud in class by the teacher (for younger students) or by the birthday child (for older grades, where they can share their favourite part). It will then be added to the class library, becoming a cherished gift for all students to enjoy throughout the year. All such books will be donated to charity at the end of the academic year, ensuring that the joy of reading extends beyond the classroom and benefits children in need.

Furthermore, the class teacher and classmates will create a warm and joyful atmosphere through activities such as singing, making a birthday card, and sharing kind words about the student. This initiative aligns with our goal of nurturing thoughtfulness, literacy, and a spirit of giving among children. By replacing sweets with books, we not only promote a healthier alternative but also instill the joy of sharing knowledge and stories with peers.

It's expected that the content of the book is age-appropriate and does not include anything that promotes violence, discrimination, explicit language, or themes not suitable for the students of that age. Comic books, Manga etc. kind of books should be avoided.

Grade VI and Above

For higher grades birthday celebrations can include distributing a toffee or sweet of nominal price to their classmates and sharing good thoughts and wishes. Consistent with these values and to prevent any misunderstandings with regard to favouritism or comparisons, we discourage students from giving gifts to teachers or organizing parties for them. Hand-made cards presented at Circle Time would be much more appropriate, just as we would do for a child. While we do not like to embarrass children or discourage their good intentions, it is against our policy for teachers to receive gifts that have material value. We ask that parents support us in this regard to avoid putting anyone in the awkward position of having to return or refuse a gift.



Code of Conduct

PRINCIPLES OF DISCIPLINE: WHAT IT MEANS TO US

Discipline is about teaching children appropriate behaviour and helping them become independent and responsible people. The purpose of discipline is to encourage moral, physical, and intellectual development and a sense of responsibility in children. We believe that children have an innate moral compass that, when nurtured by positive example in an atmosphere of consistency and fairness, will guide them in making good, ethical choices. Ultimately, as children mature and develop, they will do the right thing, not because they fear external reprisal, but because they have internalized a standard of behaviour modelled and reinforced by parents, teachers, and other caretakers. In learning to rely on their own resources and to reflect on their attitudes and behaviours, children develop judgment, discernment, confidence, and self-respect.

- Discipline is about giving children the tools to succeed in life.
- Discipline is based on building the right relationship with a child more than using the right techniques. It is for helping children develop inner controls that last a lifetime.
- Discipline is about teaching, not about punishing. According to Dr. Jane Nelson in her book *Positive Discipline*, “Discipline is a word that is often misused. Many people equate discipline with punishment—or at least believe that punishment is the way to help people achieve discipline. However, discipline comes from the Latin word *discipulus* or *disciplini*, which means a follower of truth, principle, or a venerated leader. Children and students will not become followers of truth and principle unless their motivation comes from an internal locus of control, that is until they learn self-discipline.”
- True freedom comes from true self-discipline. It leads to freedom from anxiety and fear, bringing about self-reliance in individuals.

DISCIPLINE: CODE OF CONDUCT FOR STUDENTS

SCHOOL

- Students must reach school on time so that they are prepared for the day.
- Students must speak politely and respectfully with their teachers, peers, and others.
- Students should behave with integrity and accountability.
- Students should always be ready to lend a helping hand and accept whatever work is assigned to them graciously.
- Students must take good care of their ID cards and wear them each day to ensure security and a sense of community.
- Students must be peacemakers, acting with self-control in all situations.
- Students must take good care of school property so that others can use it too.
- Students should speak truthful, kind words about others.
- Students must only bring materials to school that will help them study, and leave cell phones, personal music devices, and electronic toys at home.



-
- Students must observe healthy habits on and off campus, avoiding the consumption, possession, or distribution of controlled or any other illegal substances, as these are harmful to their physical and mental health.
 - Students must treat each other with respect and care, avoiding spoken or written words or actions which cause emotional or physical injury, or which intimidate or humiliate.
 - Students must understand that this code will be reinforced across the school and that violation of any part of it will lead to consequences and sanctions.

CLASS

- Students must reach class or assemblies on time so that they can fully participate.
- Students should submit all assignments on time, to develop the right work ethics.
- Students should participate fully in all classes, events, and trips.
- Students must pay attention and cooperate with their teachers at all times.
- Students should switch off all the lights and fans when not in use, to save energy.
- Students must maintain cleanliness in the classroom and school as it is a sign of healthy living.
- Students should enter or leave the classroom only with the teacher's permission.
- Students should bring all necessary equipment to class, including books and stationery.

CORRIDOR

- Students must walk quietly in a queue in the corridor and on the stairs in order.
- Students must walk silently in the corridors so as not to disturb other classes in session.

CAFETERIA

- Students must eat during break time in designated areas only.
- Only meal seekers are allowed to enter the cafeteria during the lunch break.
- Students must throw garbage in the bins only.

FIELD

- Students should leave their own sports equipment, including balls and skateboards, at home.
- Students can play with school sports equipment only on the playground or field after prior permission.



SCHOOL BUS

- Eating will not be allowed on the bus to avoid choking hazards due to sudden breaking and jerks.
- Students need to be polite and have respectful behaviour towards didis and bhaiyas and other students and staff travelling on the bus.
- It's mandatory for all school bus users to wear seat belts.
- Students must keep their heads, hands, arms, and all other objects to themselves and on the bus.
- They should not litter on the bus, or damage or destroy property.
- Students should not leave their seats or stand up without permission from the driver.
- Students will not indulge in any form of physical or verbal abuse.
- Students should treat the bus and other private property with care.
- Students should not play games within the bus that cause physical harm to other students.
- They should not disturb/ distract or interfere with others, especially the driver while travelling in the school transport.
- No student should tamper with bus controls or emergency equipment.
- Students should not use an unassigned bus or unassigned bus stop without permission



Attendance Regularity and Punctuality

PUNCTUALITY

Students arriving late to school miss out on the opportunity to start their day in a relaxed and comfortable manner. This also brings about a disconnect in the child's understanding of what has been done and what is being done. To build a strong culture of ownership and accountability in the lives of our children, it is important to respect the value of their "learning time" and adhere to the school timings.

School Timings:

- **Grade Nursery to UKG:** 8:45 AM to 2:05 PM
- **Grade I to V:** 8:45 AM to 3:15 PM
- **Grade VI to XII:** 7:35 AM to 2:05 PM

Please note that the reporting time for all students is no later than the gate close time mentioned in Table 1.

ARRIVAL INFORMATION:

- **NURSERY to V and SEN/EC**

Details	Gate	Timings
Earliest Arrival/ Gate Opening Time	GATE 1	8.10 AM
Bell time (Students expected to be in class)		8:45 AM
Gate Closing time		8:45 AM
Latecomers' entry		8.46 - 8.50 AM
<i>Please note that no entry will be allowed from any other gates, and all gates will be closed by 8:50 am.</i>		



- **Grades VI to XII**

Details	Gate	VI-XII
Earliest Arrival/ Gate Opening Time	Gate 1	7.00 AM
Bell time (Students expected to be in class)		7:35 AM
Gate Closing time		7:35 AM
Latecomers' entry	Visitor's Gate	7:36-7:40 AM
<i>Please note that no entry will be allowed after 7:40 am, and all gates will be closed by then.</i>		

NOTE: The visitor's gate will be closed for all entry/exit from 1:45 pm to 2:30 pm and from 2:55 pm–3:30 pm (except for medical emergencies/prior appointments). Hence, late pick-ups will also be managed from Gate 1 only.

ATTENDANCE

The school firmly discourages students from being absent too often. Regular classroom attendance is essential for developing successful life skills including self-discipline, responsibility, and punctuality. It is important that we as parents and educators promote the view that regular attendance and timeliness are important to ensure the best possible learning outcomes. Irregularity and frequent absenteeism lead to a disconnect in children's learning.

While it is possible for students to do make-up work, the quality of their learning experience is not the same and often leads to the building up of 'conceptual lag' baggage. Make-up work cannot duplicate the learning that takes place via lectures, discussions, demonstrations, group work, labs, and student/teacher presentations. There is a need to sensitize children toward the issue so as to bring about order and discipline in their routine.

LEAVE POLICY

- Students who have less than 90% attendance in an academic year may compromise their eligibility for promotion to the next class, will lose their eligibility for sports, activities, and leadership positions, and will be called for a meeting with their parents, the program leader and the principal.
- Students whose attendance drops below 85% may forfeit their enrollment at the school



-
- Students whose attendance drops below 85% may forfeit their enrollment at the school
 - In case any child is absent for a day, parents are required to apply for leave via the ERP portal on the day of absence stating the reason for absence. They may also inform the educators through email to the class teacher before commencement of the classes so that the attendance can be recorded as an excused absence in the register.
 - In case of 2-3 days of leave, students would be required to take prior permission from the class teacher and leave has to be applied via the ERP Portal
 - In case of more than 3 days of leave, the Program Leader must sanction the leave. Parents should personally submit the application or email stating the dates that their child will be absent for the PL's approval. It is the PL's prerogative to escalate the matter to the Principal if s/he is concerned about the impact of the leave on the student's progress.
 - Half-day/short leave will be only granted to a student under exceptional circumstances of emergency, like any sudden mishap/death in the immediate family. Parents should personally come to pick up their children.
 - Class teachers are responsible for calling parents when a student is absent without permission or prior notification for more than 3-4 days.
 - No child will be allowed to leave the school premises on telephonic request or with a servant/driver or anyone else without the parent I-card. The school will not make any transport arrangements.
 - For students absent due to participation in PA, VA, PE tournaments, or MUN on behalf of the school, the respective departments must inform the class teachers in advance. Class teachers will then mark these students as "Official Duty-OD" on the ERP portal. Additionally, such students must proactively arrange to take tests before their absence and ensure timely submission of assignments.
 - Students who anticipate a leave either for any medical procedures, passport application/ renewal appointments or to appear in any third-party exams, will need prior approval for the leave and leave has to be applied via ERP Portal. No half day or short leave will be granted in such scenarios.
 - In case a child is not well and is advised to rest for a week or more by a doctor, the parents should immediately inform the class teacher via email about the same and give a medical certificate or prescription once the child continues normal schooling.
 - All leaves have to be applied on the ERP portal by the parent on the same day the leave is availed.

MAKE-UP WORK

- Make-up work is required for all work missed due to absences.
- It is the student's responsibility to contact teachers to clarify any questions regarding the work.
- Students are given one school day for each day absent plus one extra day to submit their work.



CONSEQUENCES OF TAKING UNAUTHORIZED LEAVE:

- Students who take unauthorized leave will not be allowed back in school unless their parents accompany them to school and meet first with the Principal or Program Leader
- Students will not be allowed to take internal tests (e.g. class tests, cycle tests, block tests), while they are on unauthorized leave, scheduled for the day they return to school unless it is for an unavoidable reason like illness or an unavoidable emergency etc.
- Students whose attendance or punctuality is a consistent area of concern may also jeopardize their eligibility to participate in co-curricular activities or represent the school on teams or in contests, in addition to facing other consequences as outlined in the Discipline Matrix.

Work Ethics

Work ethics affect how a student handles their responsibilities. Work ethics are values based on discipline and hard work. Good work ethics readies students to be professional at school and then eventually in their workplace.

Five characteristics of good work ethics and their importance to students and their future:

- Attendance and punctuality: Whether in school or work, students learn and accomplish most when they show up, on time and prepared. When students come late, it's unlikely that they are ready to do their best work. Good attendance and punctuality are two important pieces of a good work ethic.
- Goal setting: Before students can accomplish their goals, you need to know what they are. People with good work ethics are goal-oriented and dedicated to achieving the success they envision. They understand that there are many steps to success and they're willing to take them all.
- Hard work: At the foundation of a good work ethic is a whole lot of hard work. In school, it may mean staying after school for extra help from their teacher or fine-tuning their assignments to reach perfection.
- Positive attitude: A positive attitude can set a student apart from their peers –and it can be infectious, spilling over to other students and making the student welcome on any crew or team. Approaching every task—big and small—with a good attitude shows that they are a team player dedicated to not just their own success, but also to the success of their class/ team.
- Accomplishment: A student's good work ethic is likely to be recognized, acknowledged, and rewarded and can serve as a building block to their future success.



DRESS CODE POLICY

Our Philosophy: Self-Expression with Responsibility

At Heritage Xperiential Learning School, we believe that education nurtures individuality, confidence, and responsible decision-making. Our choice not to have a uniform reflects our commitment to helping learners develop autonomy, self-awareness, and authenticity.

When children are trusted to make everyday choices — including what they wear — they learn responsibility, emotional regulation, and respect for community norms. We believe that belonging comes from connection and empathy, not sameness. Comfortable and personally meaningful clothing also supports participation, confidence, and overall wellbeing.

While we value self-expression, we also recognize the importance of shared understanding. Therefore, the school follows a Dress Policy that balances freedom with responsibility and helps maintain a respectful, inclusive, and learning-focused environment.

Purpose of the Dress Policy

The dress policy is not intended to restrict individuality but to:

- Support comfort, safety, and readiness to learn
- Encourage self-respect and respect for others
- Ensure sensitivity to the diverse school community
- Promote mindful self-expression within a learning environment

The policy is a shared responsibility between students, parents, and school, guided through conversation rather than enforcement.

Guiding Principles

- **Respect for Self and Others:** Clothing should reflect dignity, care, and consideration for the shared school environment.
- **Freedom with Responsibility:** Students are encouraged to express themselves while ensuring their choices remain appropriate for school.
- **Readiness to Learn:** Dress should allow ease of movement, active participation, and comfort across learning experiences.
- **Inclusion and Sensitivity:** Clothing should be respectful of the diverse cultural and social backgrounds within the community.
- **Safety and Practicality:** Clothing and footwear must be suitable for classroom learning, outdoor play, and school activities.
- **Mindful Expression:** Words, graphics, and symbols on clothing should reflect kindness, respect, and integrity.



HXLS Dress Code Guidelines

Category	Permissible	Not Permissible
Hair	✓ Clean and neatly groomed hair ✓ Long hair tied or clipped back	✗ Hair covering the face or eyes ✗ Unnatural or vivid hair colours
Cosmetics	✓ Non-tinted lip balm ✓ Medically prescribed products (with documentation)	✗ Makeup, including lipstick, tinted lip balm, kajal, eyeliner, mascara, foundation, glitter, false eyelashes, or similar products
Nails	✓ Short, clean nails	✗ Nail polish, extensions, decals, stick-on nails, rhinestones, or nail art
Jewellery	✓ Small ear studs or small hoops ✓ Religious articles of faith need to be of steel (metal) and lightweight (e.g., steel kara, om, crucifix, etc.)	✗ Large hoops, dangling earrings, necklaces, chokers, bangles, or excessive jewellery ✗ Body plugs, plates, or spreaders
Tattoos & Body Art	✓ Cultural or religious markings such as mehndi or tilak	✗ Visible tattoos or temporary tattoos
Body Piercing	✓ Ear and nose piercings only	✗ Septum, lip, tongue, eyebrow, cheek, or other piercings
Tops	✓ Full-length tops covering the midriff ✓ Loose-fitting t-shirts, shirts, kurtas	✗ Crop tops, spaghetti straps, transparent clothing, plunging necklines, or overly tight clothing ✗ Clothing with offensive, suggestive, or violent graphics/text
Bottoms	✓ Jeans, trousers, and cargo pants ✓ Comfortable and non-restrictive clothing	✗ Ripped, see-through, or excessively tight clothing ✗ Shorts
Footwear	✓ Sports shoes, sneakers, or running shoes ✓ Activity-specific sports footwear when required	✗ Flip-flops, open-toed sandals, rubber clogs, or party/fancy footwear
Contact Lenses	✓ Corrective lenses for vision	✗ Cosmetic lenses that alter natural eye colour



SUPPORTIVE RESPONSE TO DRESS CODE CONCERNS

Our approach is rooted in understanding and guidance rather than punishment.

Level 1 – Awareness

Gentle reminder and clarification in case of misunderstanding.

Level 2 – Reflection

Repeated concerns were addressed through reflective conversation and possible parent communication.

Level 3 – Restoration

Restorative dialogue with the student and school leadership to reinforce responsibility and community impact.

Level 4 – Escalation (Rare)

Formal meeting with parents and school leadership when concerns persist despite supportive interventions.

PARTNERSHIP WITH FAMILIES

We request parents to support children in making thoughtful clothing choices that align with school expectations while preserving their individuality. Open communication between home and school helps students understand that freedom and responsibility go hand in hand.

Sliding Scales of Intervention (SSI)/Discipline Matrix

Discipline and Student Well-Being Policy

What Discipline Means at Our School

At our school, discipline is understood as a way of life rooted in self-awareness, balance, and responsibility. We believe in **संयममय जीवन हो** — a life guided by self-discipline, ethical awareness, and thoughtful decision-making. Discipline is not about control, fear, or punishment. It is about learning. We see discipline as a developmental process through which children gradually build judgement, confidence, empathy, and self-respect. As students grow, they learn to regulate their emotions, make responsible choices, resolve conflicts constructively, and contribute positively to their community. These skills are as important as academic achievement and are nurtured intentionally from the early years onward. Our goal is to cultivate an inner sense of responsibility in every child. Through meaningful relationships, guided reflection, and consistent expectations, we support students in becoming self-aware, resilient, and respectful individuals who can learn and thrive in a safe and inclusive environment.



Our Philosophy

We recognise that every child is unique. Behaviour is often shaped by developmental stages, emotional needs, social experiences, and personal circumstances. Rather than viewing behaviour simply as right or wrong, we seek to understand what may be influencing it. We believe that children learn best when they feel safe, valued, and heard. When concerns arise, our approach prioritises empathy, dialogue, and growth. We aim to correct behaviour while preserving dignity, strengthening relationships, and maintaining a positive learning climate. Discipline in our school is therefore educational and restorative in nature. While accountability is important, our primary focus remains learning, reflection, and long-term development rather than immediate punishment.

Sliding Scale of Intervention (SSI)

The Sliding Scale of Intervention is the school's supportive framework for guiding student behaviour. It focuses on creating a positive environment where expectations are clear, social-emotional skills are taught, and positive behaviour is encouraged. Through strong relationships, inclusive practices, and opportunities for student voice and choice, we aim to help children feel safe, confident, and actively engaged in learning. Preventive and restorative practices are thoughtfully embedded within the curriculum to address concerns early and support reflection and growth. This approach helps ensure that children continue to learn smoothly while minimising the need for punitive or administrative measures.

Rationale

The SSI is based on the understanding that each child is unique and that behaviour is influenced by developmental needs, personal experiences, and circumstances. Therefore, the school responds to behaviour with empathy, collaboration, and consistency. The goal is to support growth, encourage reflection, and ensure that responses are fair and appropriate while maintaining a safe and nurturing learning environment.

Our Approach

The SSI combines proactive guidance with supportive corrective measures. Positive behaviours are reinforced through encouragement, mentoring, and skill-building, while behavioural concerns are addressed through reflection, dialogue, and structured support when needed. Interventions are guided by the nature, frequency, and impact of the behaviour, ensuring that responses remain balanced, developmentally appropriate, and focused on student well-being. Through this approach, the school works in partnership with families to help students develop responsibility, self-regulation, and positive decision-making skills that support their overall growth and success.



Supporting Systems within the Sliding Scale of Intervention (SSI)

To ensure a balanced, fair, and sensitive approach to student behaviour, the school uses three interconnected systems within the Sliding Scale of Intervention. These systems focus on prevention, reflection, and structured support so that students learn from their experiences while feeling safe and respected. Our aim is not simply to correct behaviour, but to equip children with the skills and understanding needed to make positive choices and strengthen relationships.

1. Preventive Strategies

Preventive strategies focus on building a positive school culture where expectations are clear and students feel a strong sense of belonging. Through orientation programmes, mentorship, inclusive classroom practices, leadership opportunities, counselling support, and regular parent communication, students develop self-awareness, empathy, and responsible behaviour habits.

2. Restorative Strategies

Restorative practices support reflection, healing, and relationship-building when concerns arise. These may include teacher–student conversations, counselling guidance, reflective activities, peer mentoring, behaviour goal-setting, and family meetings. In more complex situations, structured support such as behaviour plans or specialist involvement may be implemented to address underlying needs.

3. Administrative Strategies

When necessary, administrative strategies provide structure and accountability to ensure safety and consistency. These may include formal warnings, meetings with school leaders and parents, behaviour monitoring plans, and temporary loss of privileges. In serious or repeated situations, measures such as in-school or out-of-school suspension, behaviour probation, or, in extreme cases, expulsion may be considered in accordance with school policy. Such actions are taken thoughtfully and typically after preventive and restorative approaches have been explored. While these strategies are described separately, they often work together to support each child effectively. The school remains committed to partnering with families to guide students towards self-regulation, responsibility, empathy, and positive decision-making.

The Discipline Matrix

The Discipline Matrix supports the Sliding Scale of Intervention by ensuring clarity and consistency. It outlines how the school evaluates behavioural concerns based on their severity, frequency, and impact. Behaviours are generally understood along a continuum ranging from mild to moderate to severe. Mild concerns may involve occasional lapses in judgement that can be addressed through reminders and reflection.



Moderate concerns may involve repeated or disruptive behaviour requiring structured support and parent collaboration. Severe concerns typically involve safety risks, significant emotional harm, or serious breaches of trust and may require administrative action.

While the matrix provides structure, each situation is considered individually. Developmental age, intent, context, and underlying needs are always taken into account. This ensures that responses remain equitable, balanced, and sensitive.

Key Features

- **Clear expectations:** Behaviour standards are defined in alignment with school values.
- **Levels of severity:** Concerns are categorised as mild, moderate, or severe to ensure proportionate responses.
- **Progressive approach:** Interventions escalate gradually for repeated or serious behaviours, allowing opportunities for reflection and improvement.
- **Range of responses:** Includes preventive support, restorative practices, and when required, formal actions such as suspension or expulsion in extreme cases.
- **Context and fairness:** Individual circumstances are considered to ensure sensitivity and equity.
- **Consistency and accountability:** Promotes balanced decision-making and reduces bias.
- **Ongoing review:** Regularly updated based on feedback and evolving school needs.

The Discipline Matrix integrates preventive, restorative, and administrative strategies to nurture self-discipline, responsibility, and positive decision-making. While consequences may be applied when necessary, the primary focus remains learning, reflection, and maintaining a safe and respectful environment.

Areas of Behavioural Guidance

In order to maintain a safe and respectful learning environment, the school provides guidance across several areas of student conduct.

Regular attendance is considered essential for academic progress and emotional well-being. When absenteeism or chronic lateness occurs, the school works collaboratively with families to identify underlying causes and support improved attendance.

Respectful relationships form the foundation of our community. Behaviour such as aggression, bullying, cyberbullying, discrimination, defiance, or harassment is addressed through reflection, counselling, restorative dialogue, and when necessary, structured intervention. We aim not only to stop harmful behaviour but to help students build empathy, conflict-resolution skills, and accountability.

Academic integrity is central to genuine learning. Acts such as plagiarism, cheating, or misuse of artificial intelligence tools are treated as learning opportunities. Students are guided to understand ethical scholarship and develop authentic work habits.



Safety-related concerns, including unauthorised possession of restricted items, gambling, vandalism, theft, or sexual misconduct, are taken seriously. The school responds proportionately while prioritising student safety, dignity, and appropriate legal obligations where applicable. In all areas, the intention is not merely to enforce rules but to support children in developing responsible decision-making and respect for themselves and others.

Partnership with Parents

A strong partnership between school and home is essential for a child's growth. Parents are encouraged to maintain open communication with teachers and counsellors, reinforce respectful and responsible behaviour at home, and inform the school of circumstances that may affect their child's well-being. When concerns arise, families are viewed as collaborators in problem-solving rather than recipients of disciplinary action. Together, we aim to provide consistent guidance and support that enables students to learn from their experiences and move forward positively.

Our Commitment

We are committed to being a progressive school where student learning and well-being remain at the heart of every decision. Discipline is not an isolated system but an integral part of holistic education. It is woven into our curriculum, relationships, and community culture. While consequences may sometimes be necessary to ensure safety and accountability, they are never the primary goal. Our deeper purpose is to nurture self-discipline, empathy, integrity, and resilience so that students develop the capacity to make thoughtful choices both within and beyond school. Through compassion, clarity, and consistency, we strive to create an environment where every child feels respected, supported, and empowered to grow.

In Conclusion

In alignment with CBSE safeguarding guidelines and our commitment to student well-being, the school's approach to discipline is implemented through a collaborative and transparent process. The Discipline Committee, comprising senior leaders, counsellors, and trained educators, works closely with teachers to review concerns thoughtfully and ensure that all responses are balanced, developmentally appropriate, and centred on student safety and dignity.

The Sliding Scale of Intervention (SSI) was developed collectively by our teachers, drawing on classroom experience, child development principles, and safeguarding best practices. It has been formally introduced and explained to students in Grades VI to XII so that they are not only aware of behavioural expectations, but also understand how the framework protects their rights, well-being, and personal integrity. By making the process visible and educational rather than punitive, we empower students to see discipline as a system that safeguards them and strengthens the community. The SSI operates in alignment with the school's broader policies on child protection, anti-bullying, digital safety, and well-being, ensuring a coherent and holistic approach.



Through shared responsibility among educators, students, and families, we remain committed to maintaining a secure, respectful, and ethically grounded learning environment where every child feels protected, valued, and supported in their growth.

Disciplinary Advisory Committee & Antibullying Committee

The purpose of the school's Discipline Advisory Council is to promote the social and emotional development of students, foster respect for one another, and appreciate diversity in order to promote a safe and harmonious environment.

It acts as an advisory forum in case of serious discipline issues involving students or between students and teachers, as in Level Three discipline offences. It ensures due process and a balanced perspective on complicated issues involving the emotional and social well-being of the community. The Committee shall be composed of the following:

Sl No.	Constituent
1	Principal
2	Senior teacher
3	School Doctor/Nurse/Health worker
4	Counsellor
5	SMC representative
6	School Management representative
7	Senior Student

Amnesty Provision

As we deal with young adolescents, we fully recognize that they are tempted to experiment with substances and practices that are both appealing to them and potentially harmful to them and which they lack the maturity or discretion either to avoid or to control. Examples include tobacco, alcohol, or drugs, as well as sexual intimacy or obsessive behaviours such as compulsive stealing.

In an effort to ensure that students get the help they need when dealing with behaviours of an addictive or particularly dangerous nature, without fear of punishment which would prolong disclosure to the extent that the risk of harm or addiction is actually increased, the school has created an "Amnesty Provision." The provision allows students to seek that help by appealing directly to the guidance and counselling department before the behaviour comes to the attention of teachers or school administrators as a matter requiring discipline.



Here is how the provision works:

1. A student can tell an adult or a friend that s/he needs help dealing with an addiction or a compulsive behaviour or habit.
2. The adult or friend of the student must report the concern directly to one of the school counsellors.
3. The counsellor then informs the Program Leader and Principal, who will sanction the use of this provision as long as the behaviour has not already been reported as a confirmed discipline matter.
4. The counsellor meets with the student and makes it clear that the student must tell the truth and must genuinely seek help to quit the harmful behaviour.
5. The counsellor must set up a meeting with the parent and the student to identify an intervention strategy for addressing the issue. The strategy should include any or all of the following:
6. Enrollment in a registered, respected drug or alcohol addiction and rehabilitation program, with confirmation of enrollment and attendance by the organization running the program.
7. Ongoing counselling with the school counsellor.
8. An affidavit, signed by the parents, which promises to support the objectives of the rehabilitation program and to seek further help (i.e. family systems therapy) as identified in the intervention strategy.
9. A time frame within which significant progress must be demonstrated and confirmed by a representative of the rehabilitation program and/or outside counsellor.
10. The counsellor will inform the student and the parents, and obtain a signed acknowledgement, that if the student is caught violating a school policy at any time during or after the intervention strategy has been implemented, the provisions of the Discipline Matrix will be invoked, and the Amnesty Provision will be revoked.

SAFETY PROCESSES & PROTOCOLS

Safe School, Safe Staff

It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse. This means that, in the case of a staff member reported as an alleged offender, Heritage Xperiential Learning School will conduct a full investigation and take any and all professional and legal steps deemed necessary to protect students.

Teacher Responsibility

- Teachers are expected to remain with their students at all times.
- In addition, teachers will be responsible for general supervision and control during the assembly.



CHILD PROTECTION POLICY

Introduction

Heritage Xperiential Learning School Gurgaon recognizes its responsibility to protect and safeguard the welfare of children and young people in its care.

The main elements of the Child Protection Policy are:

- Prevention through the creation of a positive school atmosphere and the teaching, and pastoral support offered to students.
- Protection by following agreed to procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- Support to students who may have been abused. This policy applies to all students, staff, volunteers and visitors to Heritage Xperiential Learning School.

Guiding Principles for Child Safety

This policy is guided by the following principles, which will help direct the management and responsible school staff in implementing the policy in letter and spirit.

- **Child-first:** All decisions and policies will be taken keeping the best interest of the child in mind; therefore, all decisions must affirmatively answer the question – Is the decision the best for the child and the students/school as a whole?
- **Prevention focused:** Since prevention is better than cure, safety must include active promotion of continuous training, advocacy, and good practices (for students, teachers, staff members and parents/guardians). Promotion of fearless reporting: Simple reporting and response channels are encouraged, and whistleblower protection is provided in recognition of child rights, and the respect for the child's right to safety, privacy, and confidentiality.
- **Review and Accountability:** All decisions, incidents as well this policy is subject to review and accountability for effective implementation will be monitored.
- **Professional/ Student Confidentiality:** Confidentiality must be guided by the principle of the best interest of the child and as per applicable law. The School at times can override their own and (so far as they are entitled to do so) the child's rights to confidentiality, and to impart confidential information on a need-to-know basis where it is necessary to safeguard and/or promote the child's welfare and/or to avert a perceived risk of harm to the child and/or any another person at the School and/or if such confidential information is sought by any Govt. authority, the court of law, statutory body from the School. In some cases, members of staff of the school and/or third parties may need to be informed of any particular vulnerability and/or condition the child may have and the school is authorized to disclose the same if deemed necessary by competent authorities in the school. Trained adult professionals are expected to exercise sensitivity, discretion and prudence when handling these confidential matters and must not promise confidentiality in exchange for information. Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need-to-know basis" only. Any information shared with a member of staff in this way must be held confidentially to themselves.



-
- **Consequences of Breach:** The consequences of violation may vary depending on the severity of the breach and may include immediate termination of such teacher, managerial personnel, or support staff. If required by law, Heritage may also report the incident to the jurisdictional police or other applicable authorities.

Our school will therefore:

- Establish and maintain an environment where students feel safe and secure and are encouraged to talk and where adults listen with acceptance and respect.
- Ensure that students know that there are adults within the school whom they can approach if they are worried or are in difficulty.
- Include opportunities integrated into the Life Skills curriculum, through Crew Time and Class. Teacher periods, as well as in workshops and counselling sessions, which equip students with the skills they need to stay safe from abuse.
- Train faculty and staff to recognize and support issues of abuse or neglect.

The school will work with parents to ensure that children are safe and are knowledgeable about their rights and responsibilities to themselves and to each other so that they can grow and learn in a safe and supportive environment.

Statement of Commitment

HXLS affirms its commitment to uphold the rights and development of all students in our care, uphold equity and equality and practice non-discrimination, as outlined by the UN Convention on Rights of the Child. We oppose all forms of child safety violations including child abuse such as physical and sexual abuse, exploitation, emotional abuse, corporal punishment, and neglect. The safety of the child guided by the best interest of the child shall be at the core of all activities.

The said **Child Protection (POCSO) Committee** shall focus on preventing and addressing sexual offenses against children, promoting awareness, and ensuring a safe environment for children. The committee ensures compliance with the POCSO Act, 2012, and its guidelines.

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them. The administration shall be responsible for ensuring that the school follows safe recruitment processes. As part of the school's recruitment and vetting process, police and criminal background checks will be sought on all staff that has access to children.



Reporting and Responding to Allegations of Child Abuse

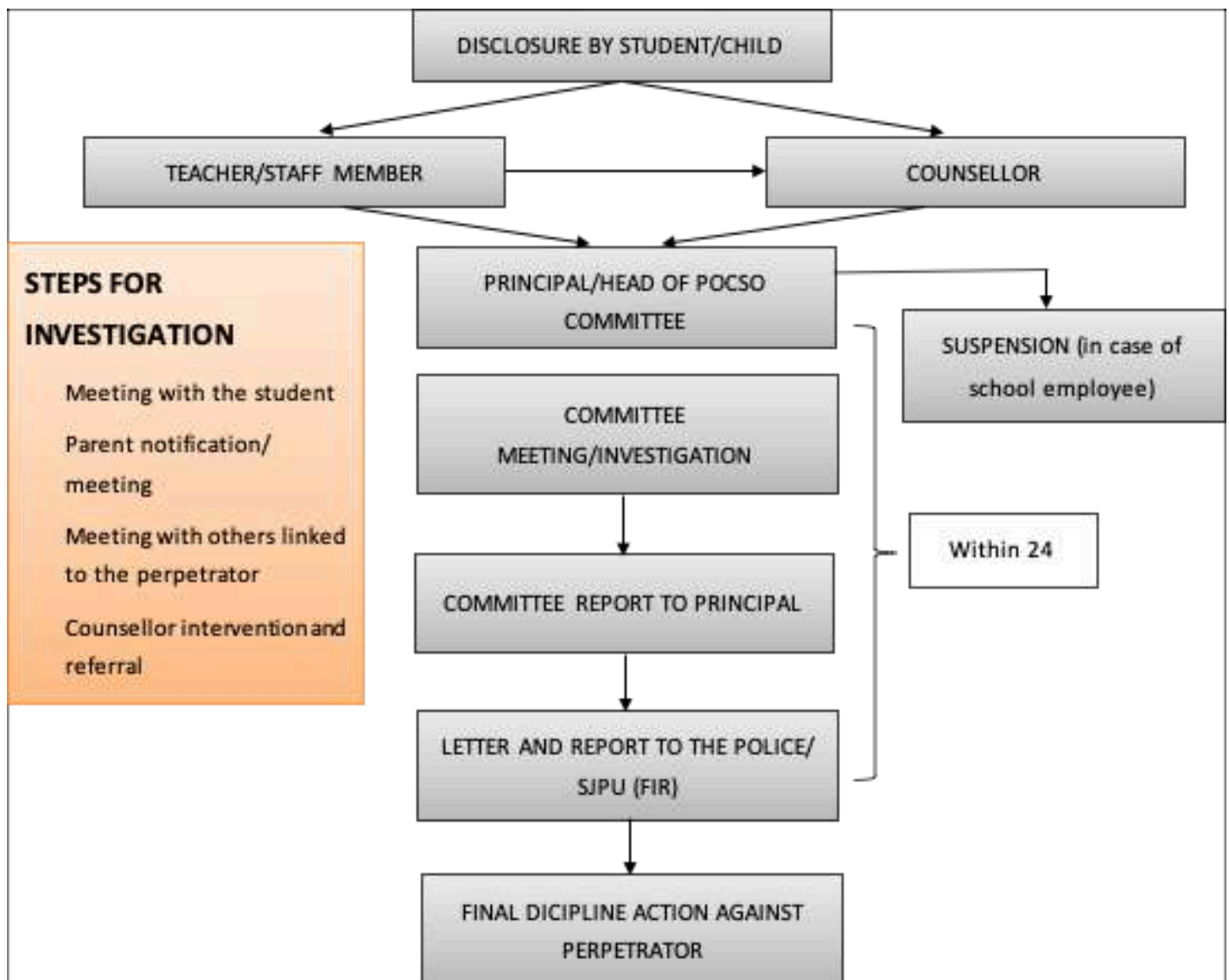
It is obligatory for parents, guardians, professionals, teachers, teacher's aides, and administrators to report incidents of physical or psychological violence, aggression, harassment, and physical or sexual abuse immediately or within the next school day, to a school administrator (e.g. principal, program leader) or any of the school's counsellors or who, in turn, **shall inform the principal immediately**. Any abuse which is sexual in nature that may fall under the purview of POCSO Act needs to be reported immediately to either writing to any of the school administrators or to **the Child Protection Officer (CPO) - cpo@ggn.hxls.org**. Students are encouraged to report incidents for which they themselves or others may be the victim. Reporting by students may be verbal or in writing and shared with any school employee, who, in turn, shall communicate this information to a school administrator or counsellor. The principal will authorize an investigation, conducted in the strictest confidentiality, including written documentation including the date, person or persons involved, and any additional relevant information.

Following a thorough investigation, the Principal/ Director shall follow the steps noted in these guidelines, documenting all aspects of the investigation, and resulting actions. Such actions include, but are not limited to, one or more of the following:

- Conference with students involved.
- Parent notification.
- Meeting with parents.
- Meeting with others pertinent to the case, including alleged perpetrator(s).
- Contacting school doctor.
- Psychological assessment.
- Mandatory counselling sessions.
- Referral to a psychologist for outside counselling.
- Suspension and/or termination of employment (if a school employee).
- Legal action as required.



REPORTING PROCEDURE UNDER THE POCSO ACT



- Any person (including the child) who has an apprehension that an offence under the POCSO Act is likely to be committed or has knowledge that an offence has been committed has a mandatory obligation to report the matter. Failure to report is punishable with imprisonment of up to six months or a fine or both. This penalty is, however, not applicable to a child.
- A case must be reported to the Special Juvenile Police Unit (SJPU) or the local police. The police or the SJPU must then record the report in writing, ascribe an entry number, read the report over to the informant for verification, and enter it in a book.
- An FIR must be registered, and its copy must be handed to the informant free of charge.
- If a case is reported by a child, it must be recorded verbatim and in simple language so that the child understands what is being recorded. If it is being recorded in a language that the child does not understand, a qualified translator or interpreter must be provided to the child.



SUPPORTING STUDENTS AT RISK

- The school recognizes that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or a healthy sense of trust in themselves or other human beings—especially adults.
- The school may be the only stable, secure, and predictable element in the lives of children at risk. Nevertheless, while at school their behaviour may still be challenging and defiant or they may be withdrawn.
- The school will endeavour to support students through a:
 - A student-centred program which emphasizes holistic development of the mind, body, emotions, and spirit of the child.
 - A positive, supportive and secure environment that gives all students and adults a sense of being respected and valued.
 - A consistent approach to discipline that assures that even though some behaviour is unacceptable, nevertheless students will be valued and treated with care and respect and commitment to developing productive, supportive relationships with parents
 - Development and support of a responsive and knowledgeable staff trained to respond appropriately in child protection situations.
 - Recognition that in a home environment where there is domestic violence, and drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

Abuse includes the following:

- Inflicting physical injury on a child by other than accidental means, causing skin bruising, burns, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function, death
- Creating a substantial risk of physical harm to a child's bodily functioning.
- Committing acts that are cruel or inhumane regardless of observable injury. Such acts may include but are not limited to, instances of extreme discipline demonstrating a disregard for a child's pain and/or mental suffering
- Assaulting or criminally mistreating a child as defined by either the criminal code or school policy
- Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child
- Failing to take reasonable steps to prevent the occurrence of any of the above.

Sexual Abuse is committing or allowing to be committed any sexual offence against a child as defined in either the criminal code of the host country or school policy, or intentionally touching a child, either directly or through clothing, for other than hygiene or childcare purposes.

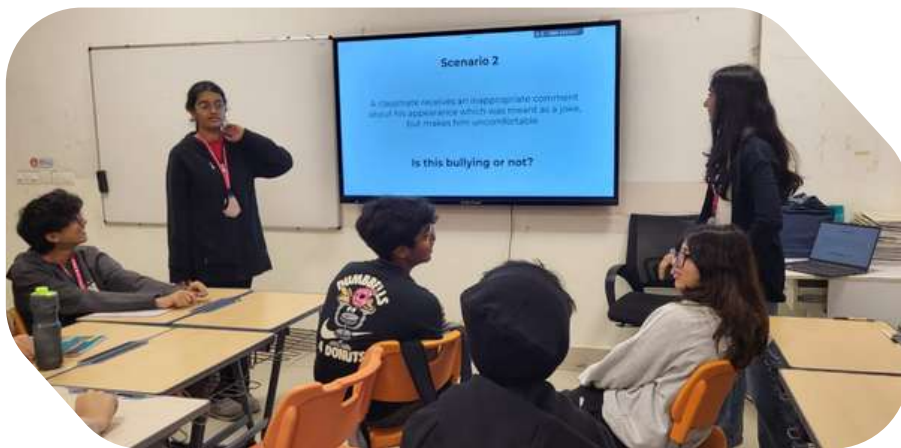


BULLY TO BUDDY INITIATIVE

The Bully to Buddy Initiative was launched in September 2025 in collaboration with the Department of Mental Health and Behavioural Sciences at Fortis Healthcare, under the guidance of Dr. Samir Parikh and his team. It is a student-led programme designed to nurture a culture of empathy, accountability, and inclusion across the Middle and Senior Programme. Grounded in the belief that students are powerful agents of change, this initiative empowers them to take an active role in building a safe, inclusive and respectful school environment.

The programme began by aligning teachers and parents around a shared understanding of bullying, belonging, and student wellbeing. Student voice was gathered through surveys to better understand peer experiences and school climate. Based on this input, an Anti-Bullying Student Squad was formed. Selected student squad members engaged in expert-facilitated training and continue to receive structured mentoring from teacher representatives to strengthen and empower them to:

- Promote empathy and inclusion within their classrooms and the larger school community
- Identify various forms of bullying behaviour
- Respond in safe and responsible ways
- Empower peers to act as proactive upstanders



These squad leaders design and conduct interactive classroom sessions for their peers. The sessions address key themes such as bystander responsibility, empathy, social exclusion, and the power of respectful communication.

The initiative is supported by ongoing reflection meetings, feedback loops, and active adult mentorship to ensure that learning translates into meaningful action. Rather than remaining passive observers, students are encouraged to become active “upstanders” – using their voice and influence to shift moments of exclusion into opportunities for connection and belonging.

At its heart, the Bully to Buddy Program strengthens our shared commitment to creating a compassionate school community where every student feels seen, heard, and valued.





IT & Social Media Policies

GUIDELINES FOR SOCIAL MEDIA

In an effort to help our children grow up as trusting individuals who embrace life with the belief that there is more good than evil in this world, adults must consistently exhibit behaviour that reinforces those beliefs. There is ample research to indicate that a child's trust in family, friends and school impacts their level of trust and happiness in general. Our conduct as adults on this forum is a significant reflection of that trust and it is our collective responsibility to help our kids keep their faith. We would therefore urge you to use social media platforms in a responsible and respectful manner, refraining from spreading rumours, reacting to unsubstantiated information, or referring to individuals. Please continue to use our guidelines, as outlined above, to share concerns.

We are present on various social media platforms, and our hope is to use this platform as an extension of our mutually respectful relationship, to engage, involve and enrich each other. We would therefore request students, parents, teachers, and alumni to follow these guidelines for posting articles, comments and in their interaction with members of the community:

- Share articles and expert advice, news and innovations on content related to education.
- Please do not use this forum for:
 - Voicing political opinions
 - Raising personal concerns and issues (these should be resolved with a one-on-one dialogue with the concerned educators at school.)
- Sharing unrelated forwards and jokes would also be a waste of a valuable resource like this.
- Maintain a respectful tone in responding to others as a reflection of our values, whether in a face-to-face interaction or on this forum.
- Extend the same courtesy in your comments and reviews towards your child's educators and support staff that you would expect these educators and staff to extend to your children, who are entrusted daily to their care.
- We encourage you to actively participate in the campaigns/ activities conducted on the social media handles of the school and contribute actively to this community.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

ACCEPTABLE USE POLICY

(Excerpted from the complete policy, available on the school's website)

- ***Primary Usage***

Access to technology, including particularly the Internet, is to be used primarily for Heritage School related educational purposes, including communications related to the school's authorized professional development and activities related to a person's duties.



• **Internet Usage**

The Internet is a wonderful resource for students and teachers but is an open and non-secure data carrier. There remain hazards of cyber harassment, bullying and on-line predators. There are also sites that may be objectionable due to political, racist, sexual, or other reasons. The sensitivity of information communicated or published on the Internet must be considered and appropriate measures taken to protect such information. Any release of information over the Internet must be in accordance with privacy and child safety considerations.

The student and staff must learn to discern between facts, perceptions, and opinions as they seek information from the internet. The ability to reach and effectively use research site[s] will be developed in the student in the course of the education at HXLS. The habit of giving credit to authors responsible for research will also be instilled and the student and staff will be discouraged to do a copy/paste job.

There has been a rise in the incidents of Social Networking Site registrations by underage children. There have also been incidents of cyberbullying and writing of unkind remarks on the walls of unsuspecting friends, sharing of pornographic material. The School Management strongly discourages the violation of the Usage Policy of these Social networking sites and email abuse by children through constant dialogue, workshop sessions, and circulars to parents. The hacking and attempts at hacking the school personnel's email accounts, network and any other school assets have been and will continue to be dealt with the necessary seriousness.

The following guidance and precautions will be taken to avoid the risks associated with the internet.

- If an innocent search on the internet leads to an inappropriate site, the window should be closed or minimized immediately. The staff may want to offer a simple explanation to a student as per the age group.
- As all computers are connected to the internet, it is important that students are supervised when working on the computers.
- The students and staff are advised to refrain from internet requests seeking personal information, receiving inappropriate content, viewing incitement sites and on-site gambling sites
- It is strongly advised that no face-face meeting is arranged with a person that a student knows only through emails/ internet.
- The students are advised to read the AUP of social networking sites and comply with them, especially with regard to eligibility. The students are not allowed to surf social networking sites at school.
- Chatrooms, discussion forums and messaging may be used only for educational purposes.
- The users are advised not to bypass the filtering/blocking software.



- **Emailing**

- Students will be expected to communicate with teachers through established forums and therefore, are provided with school e-mail accounts, which are intended primarily for school business.
- Students are also expected to check these communication forums regularly and are accountable for information shared on them regarding homework, upcoming events or examination dates and protocol
- Students and staff should refrain from sharing personal information known about colleagues with a third party without permission from person[s] concerned.

- **Copyrighting**

Copyright is a right given by the law to creators of literary, dramatic, musical, and artistic works and producers of cinematograph films and sound recordings. In fact, it is a bundle of rights including, inter alia, rights of reproduction, communication to the public, adaptation, and translation of the work. There could be slight variations in the composition of the rights depending on the work. The Indian Copyright Act, 1957 governs the system of copyrights in India.

The users must respect the copyright and licensing laws with respect to software, information and other materials retrieved from the Internet. The number of user licenses for approved software must not be exceeded by illegal copying or other means. Uploading and downloading of unapproved software is not permitted. The use of personal disks, memory sticks and any other IT accessories requires prior approval from the IT department.

Please also refer to the section on Academic Honesty

- **Unacceptable Usage**

Unacceptable usage, violation of protocol or abuse of IT resources can, of course, range from unintentional damage or violation due to carelessness through deliberate misuse or misappropriation of resources which are tantamount to theft, bullying, forgery or other serious crimes and misdemeanours. Consequences will be consistent with the school's overall approach to discipline, as specified in our Discipline Matrix, which specifies that sanctions should fit the nature of the infractions and be proportional to the level of harm that results from the incident. Sanctions can range from temporary loss of access to IT resources, in-house or out-of-school suspension for relatively minor infractions to expulsion for "cybercrimes." IT policy violations include but are not limited to the following.

- Leaving a mobile device such as a laptop or tablet, turned on in class unless it is being used for a designated purpose
- Taking unauthorized pictures with a mobile device or, particularly, publishing them without permission, particularly of minors
- Posting/downloading/sharing for non-educational related reasons
- Eating, drinking, or behaving carelessly around IT equipment in labs and classrooms
- Distribution of unsolicited advertising or commercial electronic messages, electronic "chain letters", nuisance text messages.



-
- Accessing of malicious, offensive, or harassing material
 - Usage for personal financial gain, religious or political lobbying, non-work related streaming audio or video
 - Usage of non-approved file-sharing technologies
 - Usage of unauthorised equipment and unauthorised/ unlicensed software on any HXLS ICT facilities. Any equipment or software identified as unapproved and/or unlicensed must be removed immediately.
 - Damaging or Vandalizing the IT equipment and software
 - Causing Interference or disruption to other networked or shared-system users, services or equipment and propagation of any form of malicious software (viruses, worms, etc).
 - Usage of the network to make unauthorised entry into other information systems, communications devices or resources.
 - Stealing someone's identity to send out messages in his/her name or under his /her authority
 - Using social network sites, e-mails, text messages, phone calls or any other form of electronic communication, private or public, to harass, bully or intimidate another member of the community

• **System Monitoring and Audit**

While the School works on the principle of trust and respect for all, precautions are taken to safeguard the IT landscape of the school. This is particularly true since students have been given school sponsored e-mail addresses and are accessing mail and the internet through our server.

The filtering and monitoring strategy is reviewed by Senior Management to ensure that it is effective and reasonable.

• **Reporting of Violation**

Suspected violations may be reported to a teacher, counsellor or school administrator in person/email, and the confidentiality of the report will be respected. The school ensures proper handling of the issue and will engage with the school counsellor, parents, staff and students depending upon the incident.

The ICT security incidents include (but are not limited to):

- *software malfunction, for example, virus attacks*
- *theft or suspected theft of any HXLS resources, equipment, or information.*
- *a breach of security resulting in non-compliance regarding the privacy of information*

References

- http://www.decd.sa.gov.au/policy/pages/OSPP/policy_index/?reFlag=1; A-Z of Policies, Procedures and Guidelines
- Wikipedia on Copyright law of India:
http://en.wikipedia.org/wiki/Copyright_law_of_India
- Kent County Council Schools E-Safety Policy 2007
- Anniston City Schools IT Policy 2010-2011
- St. Patrick's GNS Acceptable Usage Policy
- I Safe Acceptable Use Policies
- DECD Standard – Acceptable Use Policies for School, Pre-Schools, and Children's Service Sites of the Government of South Australia



STUDENT INFORMATION DATABASE CONFIDENTIALITY

The school shall be required to provide to third parties such as vendors, sports affiliates, medical staff, transport service providers etc. information, and details as maintained by the school in respect of the Children as may be deemed necessary by the school.

The school will take all necessary precautions to protect the information in relation to Children by ensuring appropriate confidentiality/information safety agreements with third parties, vendors, agencies etc. However, in case of any breach by such third party, vendor, or agencies of such contracts, understanding, the same shall not be deemed to be the liability and/or a breach/default by the school. The school shall use photographic and video images of our children to be used internally, for classroom and School communications and other School publications and also for external communications, intended for prospective students and families, including social media platforms, press releases about sports, academic, and other achievements, brochures, external School website, advertisements, hoardings and informational videos about the School. If any Parent or Student has issues with such sharing, then they may write to the principal for an exception.

COMMUNICATION: PURPOSE, TYPES and GUIDELINES

COMMUNICATION

Clarity around communication lines between all stakeholders with a clear outline of expectations between all stakeholders in the school community is vital to ensure transparency and build trust.

PURPOSE OF COMMUNICATION AT HXLS

Heritage has a strong commitment to communication between home and school and a robust communication system. Communication is aimed at building relationships with all stakeholders to support the mission and vision and most importantly, student learning. We strongly believe that the home and school must work in close collaboration to provide the student with a strong and caring support system.

SCHOOL COMMUNICATIONS

Important school-wide communication will be sent centrally from the Principal's/ Director's office. The school calendar is posted online before the start of the academic year to enable all stakeholders to get a holistic and comprehensive summary of the school year.

In addition, all Program Leaders, Heads of Department, and Coordinators will upload timely updates regarding the curriculum and assessments on the school LMS.



EMERGENCY COMMUNICATION

In situations when the school is faced with an emergency situation like closure due to pollution etc. parents will be informed via text message and email. All parents are required to update the school regarding any change of contact number, e-mail ID, or residential address.

RESPONSE TIMELINE

We believe that timely communication and response are key to a healthy learning environment. In this regard, all members of the HXLS community are expected to respond to emails within 24-48 hours on a working weekday.

In case a mail requires some investigation before a response can be furnished, a holding mail will be sent out within the stipulated timeline explaining the need for more time to furnish a more informed response.

E-MAILS FOR INSTRUCTIONAL PURPOSES

The teaching faculty may use emails to communicate with students in the senior school regarding academic issues. Students are also allowed to avail themselves of this facility. However, no email regarding any behaviour-related or personal matter can be sent to any student by a teacher. In case a student writes such an email to any staff member, the reply email will have the parent copied into it.

USE OF SOCIAL MEDIA

Teachers and students are expected not to interact on any social media platform.

Types of Communication that are not acceptable

- Any message or email for a small audience or individual sent to the entire school
- Any message or email that is hurtful or reflects any form of prejudice
- Any form of rumor-mongering about the school or any of the stakeholders
- Any message or email that expresses an individual opinion of school policies, curriculum, actions or regarding any member of staff, students, or parents.
- Whatsapp messages that are used to comment on any or all of the above

Modes Of Communication

The school uses email and messages, the school website and student-parent learning platforms, as well as the school ERP to disseminate information. Student reports and formal scheduled PTMs occur each semester. Other special PTM meetings are regularly organised to review student progress whenever required.

PTM Guidelines:

1. PTMs must be attended only by the parents or the legal guardian as per the school records. These meetings are an important platform for discussing a child's academic progress, well-being, and school experience.



-
2. The school does not permit any other individual including extended family members, friends, or acquaintances, to attend PTMs or any other meetings on behalf of the parents. This is to ensure that discussions remain confidential and involve only the authorized caregivers.
 3. All school-related email communication will be sent exclusively to parents registered in the school records. No other adult will be included in official school correspondence.
 4. Any request for special consideration due to extenuating circumstances must be made in writing to the school administration well in advance for review. Approval, if granted, will be on a case-by-case basis.

Parents are also invited to regular academic as well as parenting and other socio-emotional age-appropriate workshops organized by the school. Annual session transition communication regarding logistics, annual fee increase, new session orientations, and new student admission induction sessions are held regularly every year.

School And Parent Interactions

Circulars and email notifications are sent home on a timely and regular basis with information important to both students and parents regarding academic as well as administrative requirements. All academic and well as administrative communication are sent to the **'Primary Parent Email ID'** nominated by the parents in the ERP. To ensure continuity, it is recommended parents use a personal email ID instead of an official ID to communicate with the school.

Strong links and regular communication between students, parents, teachers, and administration are encouraged. The Principal & Director as well as Program Leaders hold parent forums on various issues throughout the school year. The principal meets with parent groups grade-wise regularly to discuss the changes in the ecosystem of learning and some key initiatives that the school has undertaken. The school also follows a tradition of active engagement and dialogue with the parent community and regularly invites parents to a "Coffee morning" with the leadership team.

Parent Partnership Group (PPG)

At Heritage School, we believe children thrive when educators and families work together with trust, respect, and shared purpose. The HXLS Parent Partnership Group (PPG) was formed to build meaningful, sustained collaboration between the school and parents as co-educators in the child's learning journey.

Each grade is represented by two parent representatives who help strengthen communication and engagement within the school community. While the Class Teacher continues to be the first point of contact for all academic and pastoral matters, and the relevant school authorities remain available for administrative support, a parent body such as the Parent Partnership Group (PPG) plays an important role in strengthening the fabric of the school community.



It serves as a collaborative platform that goes beyond individual concerns, fostering open dialogue, shared understanding, and collective responsibility. Through this forum, parents are able to engage meaningfully with the school, contribute constructively to its growth, and build connections that enrich the overall learning environment for all students.

Parents may reach out to their grade representative on the below email ids:

Email Address	Grade Representative
ppgrepnur@ggn.hxls.org	Nursery
ppgrepkg@ggn.hxls.org	KG
ppgrepukg@ggn.hxls.org	UKG
ppgreppgrade1@ggn.hxls.org	Grade 1
ppgreppgrade2@ggn.hxls.org	Grade 2
ppgreppgrade3@ggn.hxls.org	Grade 3
ppgreppgrade4@ggn.hxls.org	Grade 4
ppgreppgrade5@ggn.hxls.org	Grade 5
ppgreppgrade6@ggn.hxls.org	Grade 6
ppgreppgrade7@ggn.hxls.org	Grade 7
ppgreppgrade8@ggn.hxls.org	Grade 8
ppgreppgrade9@ggn.hxls.org	Grade 9
ppgreppgrade10@ggn.hxls.org	Grade 10
ppgreppgrade11@ggn.hxls.org	Grade 11
ppgreppgrade12@ggn.hxls.org	Grade 12



Guidelines For Parents

In order for us to foster that mutual understanding, as well as to ensure the safety and security of our campus, Heritage School Gurgaon has outlined the following guidelines which we request parents to uphold and endorse:

- Parents are requested not to go to the classes directly during school hours
- Parents should sign in at the front gate to receive a PARENT identification card
- Parents should not send items to school to be distributed to students during school hours, except in medical emergencies. Forgotten lunches or homework assignments will not be delivered from the front office
- Parents are requested to support their child[ren]'s progress by paying attention to their regularity, punctuality and discipline and by showing interest in their work.
- Parents are asked to follow all written policies, particularly regarding regular occurrences such as leaves, tardiness and absences
- Parents are requested to check their emails regularly and sign the home assignments and remarks meant for their information which are sent home with the students.
- Parents are also requested to carefully read ALL school circulars and to check the website regularly for updates and important announcements
- Parents are requested to inform the school immediately about the change of address, telephone number, e-mail address or designation.
- For problems relating to school transport, parents are requested to contact the transport manager instead of approaching the driver, conductor or matron.
- Parents should avoid criticism of a teacher or the school in the presence of the child, as this undermines the strong, positive relationship between student and teacher, which is so essential for true learning to take place.
- Parents must refer to the School Calendar, date sheets and other circulars instead of making inquiries on phone.
- Parents are requested to meet the class teacher on the scheduled day when the class teacher of that class has made herself or himself available.
- Parents should advise their wards to be careful about personal belongings, discouraging them from bringing valuable items to school
- Parents should ensure that their wards do not bring mobile phones or personal music devices to the school, as these items will be confiscated by teachers, turned over to program leaders and returned directly to parents at a later date.

Issue Resolution

The Heritage Xperiential Learning School works closely with its parent community who have always been supportive of the school and its educational ethos.

In any situation causing concern regarding a student, the parents are requested to follow the following protocol in the order mentioned:

- Set up a meeting with the class teacher
- Set up a meeting with the relevant Program Leader or Coordinator if the issue is not resolved
- Set up a meeting with the Principal/ Director
- Final meeting with the Management if the issue remains unresolved



Communicating Concerns

Communication cannot happen unless there is a mutual assumption of goodwill and positive intentions, based on trust and transparency. When parents have questions or concerns, a clear procedure must be in place that is designed to lead to increased mutual understanding and, most importantly, towards finding solutions in the most expedient way possible. Towards that end, this is the procedure that parents should follow:

- Parents should communicate with all school employees in a respectful manner.
 - If the tone of an e-mail or messages is disrespectful or confrontational, the Department Head or Program Leader will intervene and call a meeting immediately
 - If the tone of the meeting becomes disrespectful or confrontational, it will be ended
 - Immediately and rescheduled for a different time
 - If the disrespectful behavior continues, the Principal will convene a meeting to resolve the issue
- Parents should first deal with the person who is directly responsible for helping to identify a solution.
 - This means that for most issues, the first point of contact is the classroom teacher
 - For matters of logistics or support services such as transportation or facilities, it would be the person in charge of the specific service.
- Parents must make individual appointments regarding their own child[ren]'s issues
 - Delegations representing group causes do not generally result in solutions
 - Each student's needs are different and need to be addressed individually
 - Students, parents or teachers will not be discussed in absentia
- When parents call the school or stop by the reception area, they are expected to treat whoever answers the phone or greets them with respect.
- Parents must have an appointment ahead of time in order to meet with a teacher or an administrator
 - Appointments should be made in advance by phone, SMS or e-mail.
 - Teachers have limited meeting time during school hours.
- If the problem cannot be solved at the level of the classroom teacher or the person in charge of the area of concern, then that person, together with the concerned parent, should take the issue up to the next higher level.
 - In the case of the classroom teacher, this would mean making an appointment with the teacher AND the parent (plus the student, if required) with the program leader.
 - The Program Leader must agree to escalate the problem to the principal.
 - It will be necessary for the parent, the teacher and the program leader to attend the meeting with the principal.



-
- If it is a support issue, then the head of function (such as transportation) along with the parent should make an appointment with the Chief Administrative Officer (CAO), whose job is to oversee all support functions.
 - The Chief Administrative Officer must agree to take the matter to the principal
 - Again, it will be necessary for the parent, the head of the support function, and the CAO to meet together with the principal
- The principal should not be expected to overturn a decision made by the person directly responsible for the area of concern unless:
 - there are new circumstances which must be taken into account OR
 - The principal deems that there has been unprofessional or inappropriate conduct—in which case s/he will take the matter up as a grievance, following the procedure outlined in our Teacher / Staff Policy Handbook.

The school has an open-door policy, and any issues of concern need to be raised through the proper channels as outlined above.

ADMINISTRATIVE

ADMISSIONS AND INCLUSION POLICY

At Heritage Xperiential Learning School Gurgaon, we seek to create a diverse learning community that welcomes students who bring a full range of gifts and experiences that represent the diversity of the human spectrum, including ethnicity, religion, nationality, culture, and community. We also recognize that we must be equipped and prepared to support each of our students individually, as well as all our students collectively, to achieve their full potential in this environment and within the vision and mission of this particular learning community, which is designed to be inclusive.

Heritage Xperiential Learning School Gurgaon believes that all children should be given equal opportunity to learn and play together. More importantly, we believe that as a learning community, it is our responsibility to support each of our students in reaching their own goals, at their own pace and according to their own highest purpose for which their unique talents and abilities best equip them. At the same time, we expect students to respect and appreciate what is unique in each of their classmates, learning to work collaboratively to ensure that each student is allowed and expected to contribute positively to the community.

Inclusion does not mean that we treat all children the same; on the contrary, supporting each child means that, while we treat all children equally, we also recognize that children do not develop at the same rate, nor do they achieve success according to one standardized definition. We work from the fundamental belief that children reach understanding or mastery of the same concept or skill at different rates and that this is not only normal but desirable.



We are guided by these policies:

- We believe it is important for parents to understand and embrace our vision and mission, including our Dharmic Principles and our instructional practices, which are holistic and
- experiential by design
- We, therefore, focus on engaging with parents so that they can make a conscious choice
- As we have limited seats available, we have adopted a fair and transparent process designed to admit students in our foundation (Nursery School) class
- Students who transfer to our school from KG through Class II should expect to go through a process whereby we observe and interact with them and with their parents, in order to make the best possible decision regarding placement and support
- We reserve the right to prioritize admission, particularly of students who are already matriculating at another school in the community, on the basis of best fit
- Parents are expected to make a **good faith disclosure of any suspected or identified special needs when they apply for admissions**, to ensure that we can take these needs into account either in the regular classroom or with support for special needs.

ADMISSIONS PROCESS

- Parents initiate the admissions process when they fill out an online application according to the instructions on our website and deposit a non-refundable registration fee.
- The school gives priority to admission on criteria like distance, sibling, alumni, and alignment with the School's experiential philosophy. For parents tied with similar points, there is a lottery to assign seats.
- The sibling concession is applicable only to students of the same school on the same geographical campus.
- For all students applying to enter Kindergarten through Class XI, admissions decisions are based on a combination of factors, including scores on the admissions test, previous academic and behavioural records, and interactions with admissions staff and/ or school administrators
- Students applying for Class XI, whether internal or from other schools, will go through a process that includes aptitude testing and an interview to determine stream selection and course options.
- Final decisions regarding stream selection and admission to Grade XI are ultimately made by the Principal of Heritage Xperiential Learning School, Gurgaon
- Process includes assessment, aptitude testing and an interview.
- Final decision to be taken by senior school management and admission will be offered basis seat availability.
- At the time of the admission test, the parent should deposit the report card for the latest
- Semester/Term and the previous year.



-
- We process all applications, but admission is granted based on the student's performance in the tests administered by us and also the seat availability for the grade applied. In case the student clears the admission test but the seat is unavailable, the student will be added to a waiting list.
 - Kindly note that this waitlist is maintained internally and not shared with parents. As and when a seat becomes available for the successful candidate, the school will send an intimation to the parent to complete the necessary formalities and deposit fees.
 - The fee deposit and the necessary formalities are to be completed by the parents within the stipulated time frame, failing which the seat will be granted to the next student on the waitlist.

ADMISSION AND ENROLMENT OF STUDENTS WITH SPECIAL NEEDS

- The type of disability is not a bar for admission. The only types of disability the school may not be able to cater to at this time are children with severe neurological or physical disabilities.
- The fees do not include the extra costs for Speech and Language Therapy, Occupational Therapy or screening tests if required and as identified by school authorities, for any intervention needs or special needs. If the parent chooses to do this therapy outside, they are required to submit programs, assessments, and reviews by certified professionals to the school as required.
- New admissions will be taken from Nursery (3 years) to Grade 5 (10 years). The placement of students is subject to the assessments and educational evaluations carried out by the school, based on which they will be considered either for Inclusive Program or Integrated Program. The entire placement process is subject to vacancies available.
- If students meet admission criteria but there is no space available for them in the appropriate program, they will be added to a waiting list which will be maintained for up to one academic year from the date of application.
- An external assessment of the child's educational and functional needs to be conducted again when the child is age 13 or in class VII, whichever is early. This is being done in order to create a transition plan for the child and to decide whether Class X (CBSE), pre-vocational, or regular curriculum should be followed until the child leaves school.
- The student with borderline IQ with any of the conditions (Learning Disabilities, High Functioning Autism, Slow learners, or any other neurological condition) and a class IX passing certificate will be eligible to appear for the class X CBSE examination.
- Students, who have a short attention span, require hands-on activities and modified techniques, find it difficult to learn the concepts in a large group, and/or may have behaviour management issues will follow the CBSE curriculum in a small group setting in our integrated set-up. These students may be integrated partially into the mainstream for specific subject classes.
- The students who are not eligible for class X CBSE will follow the Functional Curriculum, which comprises training in communication, IT, Sex Education, Home Management, General Knowledge, Reading, writing and functional mathematics, Visual art, and teacher aide.



-
- The student can continue to attend the school in either of the programs (inclusive/ integrated) till 31st March of the academic session in which he/she turns 16 years of age or the year in which the student completes class X; whichever is earlier.

ENROLMENT

- Once students have been granted admission for a new term, they are expected to be present from the first day of the session/ date of joining.
- A student will be allowed to attend the class only after submitting a School Leaving Certificate, Municipal Certificate of Birth (Original along with photocopy), other relevant documents, fees, and other charges as per the fee schedule.
- Parents will be expected to meet all financial obligations (fees and charges) before the students begin attending school.
- If students seek enrolment on any date after the beginning of the new session, they need to seek permission from the school by informing the admissions team, clearly stating all details of the child including admission no. However, the parents are expected to pay the fees as per the applicable fee policy.
- In the case of withdrawal after the opening of the school but before the delayed date of joining, the parent is required to pay the fee as per the rules applicable to students who have joined the school.
- Details regarding fees and payment dates, as provided to parents at the time of enrolment, are strictly followed.
- For information on withdrawal, see the Withdrawal section of this handbook.
- For more information regarding fees, check the Fees section of this handbook.
- Parents are requested to ascertain if the school bus routes/scheduled stop is convenient for their ward before making payment of fees and other charges. For further information on transport requirements, see the Transport section of this handbook.
- Admission does not automatically mean the allocation of a seat on the school bus. View the Transport Policy for details.
- Refunds of fees and other charges like caution money, at the time of leaving, will be made as per the school withdrawal policy.

GUIDELINES FOR DOCUMENTATION:

- It is the Parent's sole responsibility to provide all details; document certificates etc. as may be required by the school at the time of admission and/or at any time during the course of the school term. Further, it is the Parent's sole responsibility to keep all information, documents etc. provided to the school updated at all times including but not limited to changes in the marital status of the parents, death of any parent/guardian, change in residential address, contact details etc. of the parents.
- The School is under no obligation to accept any request for a change of name of my/our child/ward or change in name in relation to me/us and/or change in name/deletion of name with respect to any parent unless the same is supported with appropriate documents from a statutory authority and/or court of law and further the same is satisfactory as per the School authorities.



-
- The school shall not be required at any point in time to be involved in any internal dispute between the parent and/or guardians of the students including but not limited to any divorce proceedings, custody matters etc. and the School shall not act upon any such information and/or request of any particular parent unless the same is supported by appropriate orders from a competent court of law.

WITHDRAWAL

Although the school is committed to helping students be successful and remain on track to complete their educational goals, on occasion it might be in the best interest of the student and/or of the school community that a student withdraws from or be withdrawn from the school prior to the completion of the current academic session or graduating from Grade 12 in the school.

- In case any Guardian/Parent is desirous of withdrawing his/her ward(s) from the school, he/she will be required to give 1(one) clear calendar months' Notice and should apply for withdrawal on the school ERP or will be liable to pay fees in lieu of such Notice. It is clarified that such 1 (one) months' Notice must be given on or before the 1st of the month, failing which fees will be payable for the month in which the Notice is given as well as the subsequent month. The student will not be entitled to attend the school after the last date of attendance as mentioned in the withdrawal application.
- During the change of the academic session, the Application Form for withdrawal of an existing student must be submitted before or on 1st March, in case the student will not be continuing in the new Session commencing from 1st April. If such an Application Form for Withdrawal is not submitted by 1st March, then the fees for the first month (April) of the next session will also become payable by the parent.
- It is clarified that withdrawal of a student shall mean the date on which the student stops attending school and will be applicable only with prospective effect. For example: If the student stops attending school from 9th December, but the parent submits the Application for Withdrawal only on 1st January, the parent will be liable to pay the entire fees for the month of December as well as January. Similarly, if the Guardian/ Parent was to submit the Application for Withdrawal only on the 2nd of January, then such Guardian/ Parent will be liable to pay fees for the months of December, January as well as February. The student will not be entitled to attend the school after the last date of attendance as mentioned in the withdrawal application.

Transfer Certificates will not be issued until all dues of the school are settled. No fee other than caution money is refundable at any stage. If any assessment report is required in the case of a mid-term withdrawal, an application is to be given at least one month in advance. At least seven days are required to process withdrawal applications and issue transfer certificates.



The school registrar, working with the program leaders, assessments department and guidance department, will issue all official school documents, including letters of recommendation, certificates of achievement and assessment reports. Parents should contact the registrar's office by emailing registrar@ggn.hxls.org for further instructions.

FEES

Heritage Xperiential Learning School (HXLS) is an experiential School wherein the learning system involves various components and elements, which are developed keeping the overall physical, intellectual, and emotional growth and evolution of the child over the years of his/ her educational journey. The learning system of HXLS is varied from a regular school and in light thereof, the educational fee involving this varied learning system is known as the "Composite Fee" (along with Optional Fee Components). We expect all parents who admit their child to our school to embrace the Experiential Learning System and its extensive benefits along with the fee system required to support it, which your child would not find in the traditional learning process.

Payment of Fees and Other Charges:

It is the responsibility of parents to deposit the fees and other charges to the school on time. The Quarterly Fee should be deposited at the start of each respective quarter of the academic year, namely on or before the 10th of April, July, October & January respectively. If the monthly fee payment option is availed, the fee must be paid by the 10th of every month. A late fee fine of Rs. 50/- per day will be charged from the 11th of the relevant month in the particular quarter. Please write the student's name, admission No., class, and the section on the reverse of the cheque/draft. The fee can also be paid online through a payment gateway (net banking, debit cards, credit cards)

The fee can be deposited at the school office from 9.00 a.m. to 1.30 p.m. on all working days.

In case the fees (One-time, Recurring and Optional charges) due to the school together with the fine, thereon are not paid by the last working day of the month, the school reserves the right to initiate one or more of the following actions:

1. Appropriate Legal Mechanism for fee recovery.
2. Strike off the name of the student from the rolls of the school on the last working day of the month and will inform the appropriate authorities of the actions it has initiated.
3. The child may be readmitted on payment of all dues including the fresh admission fee at the sole discretion of the school.

In the event of the cheque being dishonoured by the bank due to any reason, a penalty of Rs. 500/- will be levied and the dues must be deposited by Demand Draft. Fees will not be accepted in the form of cash or outstation cheques under any circumstances.



Annual Fee Increase Policy

1. Fees notified for the applicable academic session, will not be changed or increased at any time after the notification up to the date of the next annual notification unless any government regulation or order necessitates an additional charge and/ or increase, in which case written notice will be given.
2. The terms of this policy and the fees stated herein are subject to annual revision and the revised terms will be applicable from the date of the notified revision.
3. In order to keep the educational offerings and facilities current, relevant, and of comparable international standards, annual fee revisions typically range in an increase of 8% to 12% year on-year in line with the government norms; provided any government policies not accounted for in the current fee structure and introduced from time to time such as the implementation of the new pay commission, increase and/ or the introduction of a new pay commission, extraordinary revision of minimum wages/ pay scales by the government and/ or imposition of any adverse revision of taxes e.g. GST or levies, and force majeure conditions as listed in point 7 of this policy, etc. do not impose a financial constraint that may necessitate a further increase beyond the range as provided hereinabove.
4. The fee structure of HXLS is organized in slabs of grades. While for most grade levels the increase in fees is for the child, which means that if your child is paying a certain fee in grade 1 and is moving to grade 2, the normal 8-12% increase in fees is based on what the child was paying in the previous year. However, there may be a situation at some grade levels where the slab of the fee changes. For example, the fee structure of grade 10 is less than the fee structure of grade 11. So, when a child moves from Grade 10 to grade 11, the overall increase will be more than the normal 8-12% increase in this year of transition because the increase that would become applicable would be the increased fee on the grade 11 fee slab over the previous year. Over and above this routine increase, there may be an additional increase on account of any increase and/ or introduction of a new pay commission, revision of minimum wages/ pay scales by the government and/ or imposition of any taxes or levies currently not accounted for in the fee structure. The school will make every effort to keep parents informed in a timely manner.

School fee does not include any meals, transport, tours and or excursions, stationery, sports equipment, additional specialized clubs and/ or work experience or internship, after/ before school activities and/ or any extra facility/ activity and/ or change of any special need like Speech/ Occupational therapy or special educator support, which shall be payable additional as provided by the school.

TRANSPORTATION POLICY

The school provides transportation for the convenience and safety of students. The school operates its own buses on specific routes, depending on the number of students on the route. Though we try our best, it may not always be possible to drop students at their doorstep or to accommodate requests for changes.



Once a route has been finalized no changes/diversions will be entertained, and parents are requested to cooperate. If any student is found violating the code of conduct for the bus, the bus facility may be withdrawn. The onus of deciding the gravity of the situation is on the teacher in charge of the bus.

The transportation policies and procedures for parents are given below:

- The list of stops is prepared keeping in view the convenience and safety of all the commuters. Therefore, buses will not stop according to individual convenience.
- Parents are required to pick up the child from the designated stop. In case the parent/guardian/caretaker is not there to receive the child with the I-card, the driver is instructed to bring back the child to the school.
- In case of a change in route or destination, please inform the school transport authorities in writing to facilitate efficient planning. Please inform us in advance because drivers are not authorized or permitted to take these decisions. Please avoid calling drivers directly as the mobile phones given to them are for emergencies only and they are not permitted to use them while driving.
- Students in Class V or above will be allowed to enter their homes or compounds without being met by a parent/ guardian/ caretaker ONLY IF a signed authorization letter is on file with the school.
- Students will be held responsible for any damage caused to the bus by their negligence or vandalism and a fine will be incurred.
- On receiving a complaint against a student causing in-discipline or being disobedient to the bus staff, his/her bus facility is liable to be withdrawn.
- Parents should drop their children off outside the bus and should not board the school bus.
- Parents are requested not to complain to the bus driver, conductor or security guard but report the matter to the transport in charge/ section educator in writing.
- Please ensure that you understand the transport rules and encourage your child to follow them to enable the smooth running and safety of the transport system.

Withdrawal from the bus facility

- The transport service is provided on an annual basis which means that the facility once availed is for the entire year. **The facility is not provided for selective months.**
- The transport facility can be withdrawn mid-session only if the child is withdrawn from school.
- If for any exceptional reasons the usage of the transport facility is withdrawn, the seat will be released to the waitlisted students and will not be available for the rest of the academic year. The new application for using the service can only be considered in the next academic year, based on the availability of a seat.
- The transport facility cannot be withdrawn in the last quarter including Grade X and XII.
- One clear calendar months' notice period is mandatory for withdrawal from the school transport service. Bus fee for the month/s of serving the notice will also be payable and any unpaid dues will be deducted from the security deposit.



-
- The Transport Fee is computed over the maximum number of working days spread over 11 months and is charged on a quarterly basis.

Bus Rules for Students

- All the students using the school bus are expected to be at the bus stop at least five minutes before the arrival time of the bus.
- Buses will not wait for latecomers.
- Students should stay away from the main road until the bus arrives.
- No student should come near the entry door of the bus until it comes to a complete halt.
- All students should occupy the vacant seats immediately after boarding the bus.
- The front door of the bus is the only authorized entrance and exit.
- Students are to occupy only one seat in the bus.
- Talk in a quiet voice to the person next to you.
- Sit with your bottom on the seat, your back against the seat, and your feet on the floor.
- It's mandatory to wear a seat belt.
- Keep your head, hands, arms, and all other objects to yourself and on the bus
- Do not litter on the bus, or damage or destroy property.
- The driver bhaiyyas are authorized to stop buses at the designated stops only unless otherwise directed by the teacher in the bus.
- Be courteous to the staff on the bus and follow instructions. Always obey and respect the bus monitor/ conductor and the driver.
- Students should board and exit the bus in an orderly and safe manner.
- Students should not leave their seats/stands without permission from the driver.
- Students should not get on or off the bus while it is in motion.
- Students should not lean out of the window and should keep all body parts inside.
- Usage of cell phones or any other electronic gadgets is not allowed.
- Students and other staff members will be respectful and listen to the didis and bhaiyyas in the bus.
- No student should disturb or harass any other student, teacher, didi or bhaiyya in the bus.
- When disembarking from the vehicle, ensure that you are carrying all your belongings and look out carefully for road traffic.
- Objects or eatables of any kind must not be discarded inside or thrown out of the bus.
- Students will not indulge in any form of physical or verbal abuse.
- Students should treat the bus and other private property with care.
- Students should not play games within the bus that cause physical harm to other students.
- Do not disturb others, especially the driver travelling in the school transport. Inappropriate behaviour can cause accidents.
- Students should not distract or interfere with the bus driver. Inappropriate distractions can cause accidents.
- No student will tamper with bus controls or emergency equipment.
- Students should not use an unassigned bus or unassigned bus stops without permission.



-
- Any damage caused to the vehicle will be charged to the person responsible or when not owned up divided equally amongst passengers. This is your transport and for your comfort. Take care of it.
 - Parents are requested not to complain to the bus driver/guard in case of a problem but report the matter to the Transport In-Charge/Section Educator in writing.
 - To pick up the child at the bus stop, it is mandatory that the I-card is presented to the bus guard.

Bus Discipline Procedure for Students:

- **Level One** – First or minor offence, verbal warning by the bus conductor.
- **Level Two** – Second or more serious offence, written warning by transportation manager, Class Teacher notified, form sent home for parent signature or parents are called, recorded in ERP system.
- **Level Three** – The program leader contacts parents; the student loses transportation privileges for one week (5 days), and the student is placed on Behavior Probation.

Subsequent Offense:

- Student loses bus privileges for the rest of the year, subject to additional discipline as appropriate.
- When students misbehave on the bus, they put themselves and others at risk of serious injury. As a result, we take repeated offences very seriously and will assign consequences accordingly. It is imperative that students respect and obey the bus coordinator and the driver.

Parents Using Private Transportation:

Other than the transport provided by the school, any parent-hired cabs/transport availed by me/us for transportation of my/our child/ward including but not limited to any parent-hired cabs located outside the vicinity of the school premises shall not be the responsibility of the school in any manner whatsoever. Some of the suggested guidelines for parents using private transportation is:

- The vehicle must be in good condition.
- Sitting capacity should not exceed the number of seats available in the cab.
- The authorized driver has adequate driving experience.
- The vehicle is not LPG-operated.
- It is advisable that parents carry out due police verification of the cab driver and the roadworthiness of the vehicle. Details of the vehicle and driver's license number are to be provided to the school for our records.
- The telephone numbers of co-parents are kept by each parent using that vehicle.
- The telephone numbers of the driver and cab details are to be provided to the transport manager as well as the concerned class teacher.



Dispersal of the Children Using Personal or Private Transport

- Students who come to school on their own should arrive at the school before the bell rings. No student is allowed to come to school in a self-driven scooter/motorcycle/car. The school gates will close at 7.40 am for Grades VI-XII and at 8:50 am for Grades Nursery- V and SEN/EC.
- For students using private transport, it is advisable that parents carry out due verification of the cab driver and the roadworthiness of the vehicle. Details of the vehicle and driver's license number are to be provided to the school for our records.
- Each student will be issued 1 student and 2 parent Identity Cards (P1 & P2). It will be mandatory for the parent or any nominee to show either P1 or P2 card to the bus guard or school guard in order to pick up the child. As per the school rules, the child will not be handed over to anyone who shows a duplicate or a photocopy of the parent Icard. Images of Icard saved on phone will also not be entertained. The loss of an I-card must be reported to the school immediately.

CAFETERIA AND MEALS POLICY

At Heritage Xperiential Learning School (HXLS), we promote healthy eating and are committed to the physical well-being of our students. The school promotes safe, healthy eating habits in line with our healthy food and drink supply strategy. We believe that childhood and adolescence are important times for establishing life-long, healthy eating habits, and can benefit students in three ways:

- Short term: maximise growth, development, activity levels and good health
- Long term: minimise the risk of diet-related diseases later in life
- Good nutrition contributes to good health and well-being, and this is vital for positive engagement in learning activities

To ensure this, the school provides optional catering /canteen facilities for all students through a third-party service on a paid basis. Only pure vegetarian meals are provided.

Parents can avail of the facility by applying through the parent portal (ERP). The meal facility is provided annually, which means that the facility once availed is for the entire year. **The facility is not provided for selective months.** The Meal Fee is computed over the maximum number of working days spread over 11 months and is charged on a quarterly basis.

If a parent avails of the meal facility in the middle of a quarter, then the payment will be on a pro-rata basis, starting from the calendar month the facility is activated in. It is therefore understood that if the parent avails the meals in the middle of a quarter, such payment shall be payable for the entire calendar month in which the provision of the facility commences.

No mid-session withdrawal requests are accommodated, unless it is an emergency or medical reason, supported by valid documentation.



One clear calendar months' notice period is mandatory for withdrawal from the meal service. Meal charges for the month/s of serving the notice will also be payable.

The school follows all reasonable safety and hygiene precautions and regular checks. It is the responsibility of Parents to intimate the school in case your ward has any dietary restrictions and/or allergies of any nature whatsoever. In case of any failure on the Parent's part to provide all relevant information to the school with respect to any dietary restriction, dietary requirements, allergies etc., then the Parent shall be solely responsible for any untoward incident and/or mishap that might be suffered by the Child/Ward.

ENERGY CONSERVATION: BEING A GREEN SCHOOL

Thanks to the awareness and efforts of our faculty and students, HXLS, 62 Gurgaon has been recognized as a Green School. We must not take this designation for granted or jeopardize it by losing our focus on the need to conserve and observe sustainable practices in our use of resources. The following is a list of energy conservation measures for your information and action where appropriate. Please be aware that this list is not necessarily complete, and we will all need to work together to save whenever possible.

- When leaving an office or classroom, we turn off the lights.
- When air conditioning systems are operating, we do not leave doors or windows open.
- We have installed energy management systems and time clocks used to control various pieces of building equipment, including computers
- We have installed energy-saving interior and exterior lighting wherever possible, with sensors and timers to minimize power use without compromising safety.
- Central air conditioning units are set at about 27 degrees.
- We conserve and recycle water
- Report inoperative air conditioning or leaky faucets immediately.
- We urge parents and staff to consider carpooling or other energy-saving practices which will also help with parking congestion





HERITAGE

XPERIENTIAL

THANK YOU

www.heritagexperiential.org



**HERITAGE
XPERIENTIAL
LEARNING SCHOOL**