



# IST SCHOOL RULES

*Consulted with the IST School Board during 14-21 January 2020  
Voted at the IST Council of Teachers on the 21st of January 2020  
Policy Revised April 2024*

1. GENERAL	2
2. RIGHTS OF THE STUDENT	2
3. OBLIGATIONS OF THE STUDENT	3
4. OBLIGATIONS OF THE PARENT	4
5. OBLIGATION TO ATTEND SCHOOL AND ABSENCE	4
6. NOTIFICATION PROCEDURE FOR ABSENCES	5
7. SUPPORT AND INFLUENCE MEASURES	5
8. PRAISING AND ACKNOWLEDGING STUDENTS	8
9. PROCEDURE FOR ACKNOWLEDGEMENT	9
10. ENSURING MENTAL AND PHYSICAL SECURITY, INCIDENT REPORTING, AND RESOLVING PROCEDURES	10
11. DAILY SCHEDULE	12
12. LEARNING	12
13. ORGANISING STUDY VISITS AND FIELD TRIPS	13
14. THE STUDENT'S ITEMS, THEIR USE AND STORAGE	14
15. NOTIFICATION OF THE ASSESSMENT	14
16. BREAK	15
17. CANTEEN	15
18. LOCKER / PERSONAL BELONGINGS	16
19. HYGIENE, HEALTH, AND APPEARANCE	16
20. PROCEDURE FOR USING TEXTBOOKS AND RETURNING BOOKS TO THE SCHOOL	16
21. PROCEDURE FOR ACQUIRING AND USING THE STUDENT CARD	17
22. PROCEDURES FOR THE USE OF SCHOOL FACILITIES, PREMISES, AND EDUCATIONAL, SPORTS, AND TECHNICAL INSTRUMENTS IN EXTRA CURRICULAR ACTIVITIES	17
23. BEHAVIOUR AND COMMUNICATION CULTURE	18
24. VALUE EDUCATION PRACTICE	18
25. EXCLUDING A STUDENT FROM SCHOOL	19
26. FINAL PROVISIONS	20
Appendix:	0

## **1. GENERAL**

- 1.1. The conduct of students at International School of Tallinn is governed by the laws of the Republic of Estonia, the legislation issued on the basis thereof, the by-laws of the school, the present school rules, and the various legal acts of the school.
- 1.2. The school rules shall be governed by the philosophy of the IB and by the general standards of ethics, morality, and conduct.
- 1.3. The school's rules of procedure are established by the Head of School and are binding on students, school staff and community.
- 1.4. The school's rules of procedure and any amendments thereto shall be discussed by the teachers' council and submitted to the board of trustees and the student representative board for their opinion before adoption.

## **2. RIGHTS OF THE STUDENT**

- 2.1. Students are entitled to:
  - 2.1.1. contact and obtain information from the homeroom teacher, subject teacher, support professionals, IB coordinators, or head of school on issues related to learning, curriculum, learning arrangements, assessment, learning environment, and security;
  - 2.1.2. use the school's email address and the Toddle communication environment for educational purposes and official communication;
  - 2.1.3. keep track of their study information and messages in the Toddle.
  - 2.1.4. contact the student council regarding their rights and obligations;
  - 2.1.5. contact the school nurse or other specialists on health issues;
  - 2.1.6. contact the event coordinator on issues related to extracurricular and out-of-school activities;
  - 2.1.7. contact the school education technologist or IT support person for information and communication technology, Toddle, and e-learning related issues;
  - 2.1.8. contact the school library staff for textbooks, workbooks, and reference literature;
  - 2.1.9. contact the administrator and (homeroom) teacher or office on matters related to the locker and wardrobe;
  - 2.1.10. contact the office manager to obtain certifications and submit applications;
  - 2.1.11. use the school premises (library, classroom or lobby/gym) and study, sports, technical, and other facilities during the working day for their intended purpose and under the prescribed conditions;
  - 2.1.12. receive additional study assistance from teachers once a week within the scope of the remedial education curriculum;
  - 2.1.13. receive medical and psychological help;
  - 2.1.14. establish a student council at the school;
  - 2.1.15. use mobile technology tools in a targeted manner with the permission of the teacher.

- 2.2. Students have the right to make thought-out proposals to the student council or the school management to make changes to the school organization.
- 2.3. A member appointed by the student council has the right to be elected to the school's board of trustees.
- 2.4. The chairman of the student council may attend the school management meetings.

### **3. OBLIGATIONS OF THE STUDENT**

- 3.1. The student follows the laws of the Republic of Estonia and the school's rules of procedure.
- 3.2. The student takes responsibility for their learning obligations.
- 3.3. The student ensures peace in the class and does not interfere with fellow students.
  - 3.3.1. The student is required to follow the language policy of the school stated in the language policy.
  - 3.3.2. The student must use English, the official language of instruction at our school and mandatory for overall communication throughout the school day to ensure an inclusive environment.
- 3.4. The student wears proper clothes in compliance with the IST dress code and uniform and pair of indoor shoes for wearing at school. ,
- 3.5. The student behaves politely with fellow students and adults.  
The student represents themselves and their school with dignity and does not damage the reputation of the school in public space (internet, media, etc.).
- 3.6. The student behaves in a healthy manner throughout the school day; does not consume or own alcoholic beverages, tobacco, snus, e-cigarettes, energy drinks, or narcotics, and does not gamble.
- 3.7. The student complies with the safety requirements set by the school and does not carry objects that endanger fellow students.
- 3.8. The student cares about the school's assets and returns the assets issued by the school on time.
- 3.9. The student shall compensate the school or fellow student for any material damage caused intentionally or negligently.
- 3.10. The student greets fellow students, school staff, and guests.
- 3.11. The student will demonstrate academic integrity.

Failure to meet these obligation may result in punitive consequences-see Admission and Exclusion Policy (Refer 6.1.2.6)

## **4. OBLIGATIONS OF THE PARENT**

The parent is required to:

- 4.1. always treat all school staff with respect;
- 4.2. support the efforts of school staff to provide a safe and respectful learning environment through personal example and home-based upbringing.
- 4.3. be responsible for the student's learning and keeping them on track outside the school time.
- 4.4. show interest and stay informed about their child's learning and progress.
- 4.5. communicate with the school when needed and be available for communication. The school chooses Toddle platform mainly for communication, sometimes school email may be used,
- 4.6. help their child to be ready for school and dressed properly.
- 4.7. inform the school immediately if their child will not be coming to school or will be late;
- 4.8. read the school's newsletters and updated regulations.
- 4.9. be aware of the school's requirements, codes of conduct, and expectations.
- 4.10. discuss the school rules and encourage and help their child to follow them.
- 4.11. assist the school staff in dealing with disciplinary issues.
- 4.12. make regular and appropriate use of the communication tools provided by the school (e-mail, Toddle, individual and general meetings).
- 4.13. confirm in writing whether or not the parent gives permission for their child to attend outfield trips, their child to be photographed/filmed, and the material to be used by the school.
- 4.14. if their child has a specific allergy or a dietary or special educational need, inform the school in good time of it.

## **5. OBLIGATION TO ATTEND SCHOOL AND ABSENCE**

- 5.1. The student fulfills the obligation to attend school, attends all lessons defined in the curriculum of the respective school level, performs learning tasks, and acquires knowledge and skills to the best of their abilities.
- 5.2. The school keeps track of the students' excused and unexcused absences in Toddle. In case of an unexcused absence, parents are required to update Toddle with the reason for the absence. The total number of hours absent is recorded on the study report at the end of each semester.
- 5.3. In case of being late, the parent will be notified via Toddle (marked "L" or "Late");
- 5.4. In case of an unexcused absence, the parent will be notified in Toddle (marked "A" or "Absent (Unexcused)").
- 5.5. Absence is allowed only for the following justified reasons:
  - 5.5.1. The student has fallen ill or health services are being provided to them;

- 5.5.2. The student has fallen ill during the school day and the homeroom teacher, the school nurse, or the school management have been notified;
- 5.5.3. Impassable road to school or force majeure justifying the absence;
- 5.5.4. Important family reasons (e.g., death of a close person);
- 5.5.5. Reasons related to representing the school (sports competitions, Olympiads, etc.).
- 5.6. Travelling during study is not considered to be a justified reason for absence.
- 5.7. If the homeroom teacher has reasonable doubts that incorrect information has been provided to justify the student's absence, the school is entitled to seek further clarification from the parent.

## **6. NOTIFICATION PROCEDURE FOR ABSENCES**

- 6.1. The parent informs about the student's absence and the reasons for the absence on the first day of absence or as soon as possible through Toddle.
- 6.2. If on the third consecutive day of absence, the homeroom teacher does not have information about the student's absence, the homeroom teacher will contact the parent to determine the reason for the absence.
- 6.3. If the student has been absent for five consecutive days and the homeroom teacher has no information from the parent about the student's absence, the homeroom teacher will inform the IB coordinator, and contacts the parents (arranges a meeting, if possible).
- 6.4. If the student is absent for more than three consecutive days for reasons not related to health, the parent is required to submit a prior notice to the homeroom teacher.
- 6.5. The relevant notice will be submitted to the homeroom teacher. The student is obliged to acquire the study material for this period independently from Toddle or via email and to complete the relevant study tasks either before their absence or at the latest within two school days after returning.
- 6.6. If a student needs to leave school during the school day, the student must inform the subject teacher or homeroom teacher in advance. Parents are required to inform the school of the early departure through Toddle.
- 6.7. If the student is unable or not allowed to participate in physical education classes following an illness, the student's physician must issue a medical certificate stating the period of inactivity to the homeroom and physical education teacher.

## **7. SUPPORT AND INFLUENCE MEASURES**

- 7.1. In order to influence a student at the International School of Tallinn to behave in accordance with the rules of procedure, to comply with the obligation to attend school, to respect others, and to prevent security threats at school, support and influence measures may be applied to the student.

7.2. The choice of support or influence measure shall be justified to the student and the parent. The school has a duty to listen to the opinion of the student and parent on the application of support or influence measures.

7.3. Students and parents have the right to challenge the decision. The decision on the implementation will be made in cooperation with the parents and/or external professionals if needed.

7.4. A student may be given support measures for learning or behavioral difficulties.

- 7.4.1. conducting a student evaluation
- 7.4.2. monitoring the behavior of a student in class.
- 7.4.3. guiding the student to the school's extra-curricular activity.
- 7.4.4. referral of the student to a counselling lesson.
- 7.4.5. referral of the student to a support specialist.
- 7.4.6. referral of a primary school student to aftercare.
- 7.4.7. referral of the student into a suitable space for their pedagogical guidance.
- 7.4.8. referral of the student to a remedial education group (e.g. language support).
- 7.4.9. implementation of an individual curriculum.
- 7.4.10. appointing a support person for the student.

7.5. At school, these influence measures are used to tackle learning or behavior problems of the student:

- 7.5.1. discussing the problem with the student, with the homeroom teacher, and/or subject teacher;
- 7.5.2. discussing the problem with the student, with the support specialist, and the IB coordinator.
- 7.5.3. discussing with the parent the student's behavioral difficulties and other factors that interfere with study or relationships;
- 7.5.4. a written reprimand in Toddle;
- 7.5.5. reconciliation between the parties to the conflict with a view to reaching an agreement for further action;

7.6. removal from the lesson, with the obligation to study independently under the supervision of a person designated by the school and to achieve the required learning outcomes by the end of the lesson;

- 7.6.1. lowering the behavior mark in the event of violation of school rules;
- 7.6.2. a written reprimand with a decree from the head of school and lowering of the behavior mark;
- 7.6.3. a referral to carry out an activity that is beneficial for the school. This can be applied only with the consent of the student or, in the case of a student with restricted active legal capacity, with the consent of the parent;
- 7.6.4. the obligation to be at school after the end of the lessons, with a designated activity of up to 1.5 hours per school day (written notice to the parent);
- 7.6.5. a temporary ban on extra-curricular activities at school, such as events and field trip days (written notice to parent);
- 7.6.6. together with the student, discussing their behaviour with the parents and the management or the teachers' council;

- 7.6.7. by a decision of the teachers' council, a temporary ban on attending study for up to 10 days per semester, with the obligation to achieve the learning outcomes required at the end of that period.
- 7.7. The decision on the application of the temporary ban on attending study shall be given in writing and shall be served to the student or, in the case of a student with reduced legal capacity, by post or of a signature.
- 7.8. In the event of a temporary ban on attending study, an individual curriculum will be drawn up for the student in cooperation with the student or, in the case of the student with reduced legal capacity, in cooperation with the parent to ensure that the required learning outcomes are achieved.
- 7.9. The parent of a student with restricted active legal capacity shall ensure supervision of the student for the duration of the measure and the conduct of studies in accordance with the individual curriculum.
- 7.10. If the student is absent without reason repeatedly, the student shall be subject to one or more of these influence measures:
- 7.11. If the student is absent for **5+ unexcused missed academic days annually** the following steps will be taken: The Homeroom Teacher contacts the parents (arranges a meeting, if possible). IB coordinator is informed.
- 7.12. If the students is absent for **15 total missed academic days** the following steps will be taken: Homeroom Teacher meets with parents. Attendance agreement is signed. IB coordinator is informed.
- 7.13. If the students is absent for **25 total missed academic days** the following steps will be taken: Meeting with the IB Coordinator and safe-guarding team. The student will not be permitted to continue at IST next academic year. Exceptions will be considered only at the director's discretion.
- 7.13.1. Maximum total absences for MYP 1: 20%, MYP 2: 20%, MYP 3: 20%, MYP4: 15%, MYP 5: 10%, DP: 10%
- 7.14. No student is released early without a Toddle request.
- 7.14.1. lessons from where the student was absent without reason, the lessons they were late to, and the reprimands by the head of school's decree are noted on the student's study report.
- 7.15. In the case of a DP program student being absent, starting from 20% of the lessons in one course (including absences for a reason), the subject teacher has the right to have the student take a test at the end of the course on the entire course material.
- 7.16. If the student continues to be absent despite the measures, the school staff council may, as a last resort, exclude the student from the school list.
- 7.17. Tardiness is registered by the homeroom teacher and/or subject teacher.
- 7.17.1. If there is a frequent pattern of students being late, the homeroom teacher will speak with the student and contact the parents.
- 7.18. If the student continues to violate this policy, the parents can be asked to meet with the IB Coordinator, SEN representative and Homeroom Teacher. The student and the parents sign a conditional agreement, in which the school expectations are reinforced.
- 7.18.1. For any further cases of tardiness, the student will not be offered a place at the school for the next academic year.



7.19. The imposition of influence measures shall, as a rule, be decided by the head of school or any person authorised by them, except as provided for in clauses 7.5.13 and 7.11, which shall be decided by the teachers' council.

7.20. Support and influence measures are communicated to students and parents by email, Toddle, telephone, or in a meeting.

7.21. The transport arrangements shall be considered when implementing the measure affecting the student's departure from school.

7.22. During the implementation of the support and influence measures that require extra curricular individual learning, the school shall provide supervision and, where appropriate, pedagogical guidance to the student.

## **8. PRAISING AND ACKNOWLEDGING STUDENTS**

8.1. The purpose of acknowledgement is to motivate and encourage students to develop themselves systematically and to enhance the effectiveness of their learning and educational activities.

8.2. The International School of Tallinn acknowledges students:

- 8.2.1. for outstanding and excellent results in learning,
- 8.2.2. for very good behavior;
- 8.2.3. for successful performance at Olympiads, competitions, subject or sports competitions (hereinafter student competitions);
- 8.2.4. for extracurricular and extra-school activities;
- 8.2.5. for an outstanding deed or for setting a personal example.

8.3. 8.3. The school may apply the following **acknowledgement measures**:

- 8.3.1. oral praise;
- 8.3.2. praise in Toddle and/or on the Wow Wall (in PYP);
- 8.3.3. praise on the class certificate or a graduation certificate;
- 8.3.4. the opportunity to participate in a subject competition, an Olympiad, a performance at a concert, event, exhibition, etc.;
- 8.3.5. a letter of appreciation from the student council at the end of the school year;
- 8.3.6. a letter of appreciation from the school, a commendation, or a diploma (for outstanding achievement in whole or in individual subjects, for promotion of school life, achievements, or representation of the school);
- 8.3.7. the head of school's reception/thank-you event for the student and/or their family;
- 8.3.8. acknowledgement on the school's honour board, website, and/or social media (Facebook);
- 8.3.9. acknowledgement by scholarship;
- 8.3.10. title "School Honor Athlete"
- 8.3.11. the honorary title "Student of the Year";
- 8.3.12. a letter of appreciation from the school to the student's family at the end of PYP, MYP or DP;
- 8.3.13. archiving the achievement in the school's chronicles;
- 8.3.14. entry of the name in the school's book of honour.

8.4. The head of school's decrees on student acknowledgement are drafted on the proposal of the homeroom teacher, subject teachers, extra-curricular instructors, or other school staff.

## **9. PROCEDURE FOR ACKNOWLEDGEMENT**

### **LETTER OF COMMENDATION FOR LEARNING**

9.1. Based on the learning outcomes, at the end of the study period, by decision of the teachers' council, students are acknowledged with a letter of commendation for good academic results and good behaviour.

### **REPRESENTING THE SCHOOL OR ACTIVE PARTICIPATION IN SCHOOL LIFE**

9.2. Subject to the decision of the head of school, students are acknowledged:

9.2.1. The school's letter of appreciation for "Active recreational activities" is awarded to students who have excelled in extra-curricular activities.

9.2.2. The school's letter of appreciation for "Representing the school in student competitions" is awarded to students who have successfully represented the school in various student competitions.

9.2.3. The school's letter of appreciation for "Being active in the school's student council" is awarded to students who have contributed to the promotion of school life.

9.3. A school employee makes a proposal for student acknowledgement.

### **PARTICIPATION IN IN-SCHOOL COMPETITIONS**

9.4. A student who has achieved 1<sup>st</sup> to 3<sup>rd</sup> place in an in-school student competition place is acknowledged by a letter of appreciation and/or a souvenir bearing the school's insignia.

9.5. A student who has achieved 1<sup>st</sup> to 3<sup>rd</sup> place in an in-school sport competition will be acknowledged with a diploma and/or a medal with the school's insignia.

9.6. The student is acknowledged at the end of the last study period.

### **REPRESENTATION OF THE SCHOOL AT REGIONAL, NATIONAL, AND INTERNATIONAL STUDENT COMPETITIONS**

9.7. A student who represents the school in a regional student competition will be acknowledged by the head of school's decree.

9.8. A student who has achieved 1<sup>st</sup> to 6<sup>th</sup> place in a regional student competition, or who has represented the school three or more times at regional level, will be acknowledged with a letter of appreciation, which will include all their achievements.

9.9. The student is acknowledged for participating in a national student competition with a letter of appreciation which lists all their achievements.

9.10. The student is acknowledged for participating in an international student competition with a letter of appreciation and a souvenir bearing the school's insignia. HONORARY TITLE "STUDENT OF THE YEAR"

9.11. A student can be acknowledged with the honorary title "Student of the Year" and a souvenir with the school's insignia for very good academic performance and behaviour and for being actively involved in promoting school life and representing the school or for other outstanding results.

9.12. The homeroom teacher, subject teacher, trainer, supervisor, or member of the school management will make a proposal for the student to be acknowledged with the honorary title.

9.13. The laureates of the honorary title of 'Student of the Year' will be invited to the head of school's reception at the end of the academic year.

ENTRY OF THE NAME IN THE SCHOOL'S HONORARY BOOK.

9.14. The following shall be entered in the school's honorary book by decision of the teachers' council:

- 9.14.1. the name(s) of the student(s) graduating MYP or DP with a letter of commendation;
- 9.14.2. the name(s) of the student(s) who have been prominent in extra-curricular activities;
- 9.14.3. the name(s) of the student(s) who have been prominent in sports activities;
- 9.14.4. the name(s) of the student(s) actively involved in the student council;
- 9.14.5. the name of a student who has stood out for their extraordinary achievement.

## **10. ENSURING MENTAL AND PHYSICAL SECURITY, INCIDENT REPORTING, AND RESOLVING PROCEDURES**

10.1. To prevent situations that threaten mental and physical security:

- 10.1.1. the student is obliged to stay in the school territory during the whole school day – the school is not responsible for the student who has left the school territory without permission during the school day.
- 10.1.2. the school will control the entry to and exit of the school building or territory.
- 10.1.3. there are cameras installed in public areas and in the outdoor area of study buildings.

10.2. during breaks in the school and in the school territory, teachers on duty keep order on the basis of a schedule.

- 10.2.1. mental and physical violence against fellow citizens is prohibited;
- 10.2.2. the possession, consumption, and distribution of energy drinks, alcoholic beverages, tobacco products, e-cigarettes, and narcotics on the school grounds is prohibited;
- 10.2.3. it is forbidden to carry objects that threaten mental and physical security: sidearms and firearms, chemicals, matches and lighters, pyrotechnics, narcotics, etc.;
- 10.2.4. it is forbidden to film and take pictures without the consent of the persons concerned; distribution of photographed and filmed material without the consent of the person depicted in it is punishable under the Penal Code;
- 10.2.5. gambling is prohibited;
- 10.2.6. it is not advisable to leave money, mobile phones, and other valuable items in the school wardrobe – students can keep their personal belongings and learning materials in the locker;
- 10.2.7. the school enables the police to carry out operations to prevent and detect drug and other substance abuse offenses;

- 10.2.8. it is forbidden to play with hard bouncy balls (except in the gym) and ride bikes, scooters, skateboards, etc. – the student can label and leave their locked bike, skis, scooter, sledge, etc. in dedicated storage facilities at their own risk.
- 10.3. Responsibility for mental and physical safety rests with all members of the school community – in case of problems, all school staff, without exception, have an immediate obligation to intervene.
- 10.4. A student noticing mental or physical abuse will turn to a nearby adult who will provide first aid and contact the homeroom teacher, subject teacher, or administrative staff to resolve the issue.
- 10.5. In the event of a major violence incident, the student or parent informs the homeroom teacher. The school management will be involved in resolving the case.
- 10.6. If necessary, the school management will involve the city's social worker, child protection officer, and/or police in resolving the case. The school management shall notify the school's board of trustees and the education authority of any serious incidents.
- 10.7. Upon discovery of an offense, the person who discovered the offense shall inform the head of the studies (IB coordinator) who:
- 10.7.1. takes oral or written explanations from the persons who participated in the incident and those who witnessed the incident specified in clauses 10.1.5.–10.1.9. The oral statement or the written statement shall set out the dates of the statement and the incident, the identity of the person who gave the statement and the witnesses, and the content of the case described;
  - 10.7.2. attaches to the report or statement the documents proving the facts of the case and, if necessary, physical evidence;
  - 10.7.3. informs the parent of the oral or written statement taken from the student and allows the parent to consult the documents drawn up concerning the statement and the circumstances of the case;
  - 10.7.4. transmits the documents and information requested on the basis of a formal inquiry, subject to the requirements of the Personal Data Protection Act.
- 10.8. The student who committed the offense shall be subject to appropriate support and influence measures in the rules of procedure.
- 10.9. An **Emergency Plan** and **Fire Safety Guide with an evacuation plan** have been prepared to address the mental and physical safety of school staff and students.
- 10.10. The purpose of using **surveillance equipment** is to prevent and respond to situations that threaten mental and physical security.
- 10.11. There are video cameras installed in the school building and on the territory.
- 10.12. The surveillance equipment is installed and maintained by a security company with a valid activity license in accordance with the contract.
- 10.13. The image transmitted by the video surveillance system can be monitored at the front desk and the administrator is responsible for the use of the video surveillance system.
- 10.14. Monitoring the image transmitted by the video system and accessing the stored information is password-protected.

10.15. Digital video recordings allow the school to view events retrospectively for up to three weeks. The purpose of viewing the recorded video material is to identify the circumstances of the events that occurred and who participated in it.

10.16. The member of the school management shall give permission to review the recorded material. The head of the school, the members of the management, the contracted security company, and the police have the right to view the records of the surveillance equipment. Copies of recorded information are only allowed to the police (upon written request) with the permission of a member of the management.

10.17. When using surveillance equipment, the school follows the requirements of the Security Act and the Personal Data Protection Act.

10.18. School staff are required to carry an appropriate access card to open the main doors to the building.

## **11. DAILY SCHEDULE**

11.1. In primary and middle years programs the classes usually start at 9 a.m. The lesson is 45 minutes long. In the early years program the lessons are 25 - 45 minutes long. In the diploma program the classes usually start at 8 a.m. The lessons are 90 minutes long, 2 x 45 minutes.

11.2. Before the lessons MYP students have a 15 minute homeroom time, starting at 8:45 a.m. and it is compulsory to attend. Homeroom time is conducted by the homeroom teacher. PYP has a transitional arrival time from 8.45-9.00 in the morning where the class will be supervised by first period subject teacher.

11.3. The student should come to school promptly for the start of the day/the lesson.

11.4. Learning activities and the duration of the school day are regulated by the timetable, which is available to the student and their parents on the school's website.

11.5. The Timetabling administrator informs the homeroom teacher and/or subject teacher about any changes to the timetable, who in turn inform the students.

11.6. Pre-school and Grade 1-4 students have the opportunity to participate in aftercare in accordance with the established daily schedule between 2:25 p.m. and 6 p.m.

11.7. The extra-curricular activities will take place from 2:25 p.m. to 5 p.m. in accordance with the established hours.

11.8. The lesson schedule for PYP, MYP and DP are on our school website

11.8. The time when each student leaves the school after the school day is determined by the parent at the beginning of the school year, depending on the choice of additional services (aftercare, extra-curricular activities).

11.9. Students are required to leave the school building at the end of the day.

11.10. The school building is generally open on weekdays from 8 a.m. to 6 p.m. and closed on weekends, public holidays, and school holidays.

11.11. In the case of student events in the evening, the school building is open until the end of the school event.

## **12. LEARNING**

12.1. The student waits for the class to begin near the classroom.

- 12.2. If the teacher is absent, the class student representative informs the IB coordinator, deputy director or office manager.
- 12.3. The teacher starts and ends the lesson.
- 12.4. The student does not chew gum or eat during the lesson.
- 12.5. The student is not late to the lesson. If the student will be late to the lesson, they or the parent will inform the subject teacher and homeroom teacher of the reason.
- 12.6. The student is obliged to bring the necessary learning aids for the lesson.
- 12.7. The student needs to be prepared for their lessons with the correct materials (books, pencils, PE clothes, etc.).
- 12.8. If necessary, the teacher has the right to change the student's seating in the classroom.
- 12.9. To answer, the student raises hand and responds only if the teacher asks them to do so.
- 12.10. The teacher may remove a rude student from class. In this case, the student completes the learning tasks independently in an agreed room (under the supervision of the school staff) and submits the work done at the end of the lesson to the teacher.
- 12.11. The student may leave school in the middle of a school day only with the permission of the school nurse, homeroom teacher, or the head of the studies (IB coordinator).
- 12.12. Students who are excused from the Physical Education lesson are with their class unless the teacher decides otherwise.
- 12.13. In the gym, students follow additional rules established by the gym's landlord and physical education teacher.

## **13. ORGANISING STUDY VISITS AND FIELD TRIPS**

- 13.1. Major events and key field trips of the school year must be planned at the beginning of the school year and reflected in the school's calendar.
- 13.2. Teachers have the right to specify and add study visits during the planning of each new unit.
- 13.3. The teacher organising the study visit informs the subject teachers and parents as early as possible via Toddle, adding an event to the calendar 2 weeks in advance, and only exceptionally 1 week in advance.
- 13.4. The information to be provided must give an idea of the purpose and content (programme) of the event/study visit and the costs it involves for the parent.
- 13.5. The list of students representing the school or participating in an in-school event or study visit shall be submitted by the responsible teacher to the head of studies (IB coordinator) for approval at least two days prior to the student's absence. The coordinator has the right not to allow students who have difficulty in completing the school curriculum to be absent.
- 13.6. At the beginning of the school year, parents give written permission to allow their child to take part in field trips. Without a signed parental permission, the student is not allowed to attend field trips.
- 13.7. The teacher organising the study visit/field trip must ensure that the required number of teachers (or parents), the student list, and the parents' contacts are present



during the study visit and that student safety and first aid are provided during the study visit.

13.8. Pre-departure risk-assessment needs to be written by the teacher and signed by the coordinator.

13.9. In case any incidents occurred during the field trip a post-trip reflection in the form of writing or a meeting between parties involved and a member from the management team will be conducted to promote competent improvements.

## **14. THE STUDENT'S ITEMS, THEIR USE AND STORAGE**

14.1. The purpose of storing the item(s) is to ensure the mental and physical safety of the students and staff of the school. Items forbidden at school are stored with the school management and returned to the parent.

14.2. Mobile phones and other audio and video recorders must be switched off or in silent mode during lessons, either in the locker or in the school bag – except when used with the direct permission of the teacher for educational purposes.

14.3. If the student does not follow the instructions, the teacher has the right to confiscate the items, bring them to the management, and return them to the parent.

14.4. Diploma program students are allowed to use the mobile phone during lunch break (11:30 a.m. to 12:00 p.m.) and after school hours, but not for filming, photography, and text recording on the school grounds without permission or educational purposes.

14.5. The school employee may deposit from the student the item(s) endangering mental and physical safety: sidearms and firearms, chemicals, matches and lighters, narcotics, aerosols, pyrotechnics, storage devices, etc.

14.6. The school employee shall draw up a record of the deposit of the item(s). The item(s) shall be deposited at the office.

14.7. The item(s) will be returned to the parent or legal representative of the student against signature, except for sidearms and firearms and narcotics, which will be handed over to the police.

14.8. Any items lost by the students that are found will be kept at the front desk by the administrator. If the item has a student's name on it, it will be returned to the owner.

14.9. Before each school holiday, items found are kept in a visible place in the lost property box for students and parents, and items that nobody claims for their own are donated to charity after the end of the school year.

## **15. NOTIFICATION OF THE ASSESSMENT**

15.1. The principles, conditions, and procedures for assessing the students' knowledge, skills, and behaviour are described in more detail in the general section of the school's curriculum and in the school's **Assessment Policy**.

15.2. The principles and procedures of assessment will be introduced to students by homeroom teachers and subject teachers at the beginning of the study period. At the beginning of each semester (or trimester in the case of DP), subject teachers

introduce the main topics, tests, assessment principles, and how the final grade is formed.

15.3. The school uses Toddle as an electronic diary where teachers mark the student's grades with an explanatory comment: no more than 24 hours after a formative assessment and 3 days after a summary assessment.

15.4. The student and their parent will be informed of the assessment through Toddle (delivery of the results report on paper, if necessary and agreed upon).

15.5. The parent regularly monitors the student's daily development, learning activities, behaviour, grades, and school attendance on Toddle.

15.6. Students receive a study report at the end of each semester (or trimester in the case of DP), with descriptive feedback and summary grades. MYP students also receive a mid-term report in the middle of both semesters. Teachers will write personal and social comments on each student, making reference to the ATL's, Learner Profile Attributes and Key Concepts.

## **16. BREAK**

16.1. Students usually leave the class for a break.

16.2. The student organises and cleans his/her workplace before leaving class.

16.3. The student behaves politely during the break without disturbing their fellow students and does not abuse the right to use information technology tools.

16.4. Primary years students (grades 1–5) and middle years students (grades 6) have an outdoor break regardless of the weather, only during heavy rain or extreme cold weather students can stay indoors if the supervising teacher decides so.

16.5. Grade 1-10 students are prohibited from leaving the school during the school day, unless a teacher instruct otherwise. Grade 11-12 students can leave the school premises during lunch time and no-lesson periods, but must sign in and out using the electronic device by the front entrance.

16.6. Running and pushing others on the stairs, corridors, and classrooms, as well as sitting on the corridor floor, windows, and school desks are prohibited.

16.7. Unnecessary presence and gathering in the changing rooms and the toilets are prohibited.

16.8. During the lunch and outdoor breaks, the teachers on duty are responsible for monitoring and securing the students.

16.9. Students in the playground area are required to follow the demands and orders of the teachers on duty and to respect all age groups using the play area.

## **17. CANTEEN**

17.1. Students are served hot meals in the canteen at specified times.

17.2. During other breaks, students could have a snack, if the teacher allows.

17.3. Students follow table manners, rules of cultural behaviour, and do not eat while standing up, in hallways, or in class during lessons.

17.4. Students do not take lunch meal out of the canteen.

17.5. Students can eat their own food in the canteen. Chewing gum is prohibited.

17.6. School meals are a paid service, and parents are obliged to pay a monthly fee.



17.7. The parents should inform the school about their child's food allergies at the beginning of the school year.

Service provider must ensure that the facilities for preparing, serving and consuming meet all health standards and good dietary practice.

The school kitchen staff has a role in promoting a healthy lifestyle by providing lectures and/or workshops to the students.

## **18. LOCKER / PERSONAL BELONGINGS**

18.1. Each student has their own assigned locker in the school, and the student has a responsibility to keep it neat and tidy.

18.2. Outerwear (including hat, scarf, gloves) and the clothes bag are left in the locker and the shoes are changed in the shoe-changing area near the school entrance.

18.3. The student is responsible for the valuable items left in the locker, the bags in the class.

18.4. Documents, keys, money, mobile phones, and other valuables are not left in the gym changing-room. The above items can be stored in a locker. The student is responsible for the valuables left in the gym changing-room.

## **19. HYGIENE, HEALTH, AND APPEARANCE**

19.1. Students and school staff keep the school clean and comply with generally recognised hygiene requirements.

19.2. The school favours a uniform dress standard and the use of clothing elements with the school's insignia (including school uniforms), which create discipline and help to create a sense of belonging, ensure the proper student appearance, and help shape the overall dress culture. More detailed information can be found in the **school's dress code policy**.

19.3. Everyday clothing for students and school staff should be safe, non-revealing, and clean. Additionally, accessories fit the school's educational environment. Only modest make-up and jewelry are allowed on the girls for eg: no eyebrow, lip, or nose piercing, no heavy makeup.

19.4. Students and school staff must wear indoor shoes on the premises of the school for health and safety reasons.

19.5. During physical education, students wear athletic clothing and footwear.

19.6. Students do not wear joggers (other than in physical education classes), knitwear with hoods, body-revealing or neon-coloured clothing, torn jeans, shorts, and clothes with vulgar messages or logos at school – these are considered inappropriate.

## **20. PROCEDURE FOR USING TEXTBOOKS AND RETURNING BOOKS TO THE SCHOOL**

20.1. Teachers can borrow textbooks from the school library.

- 20.2. The student can borrow textbooks from the library.
- 20.3. The student is responsible for the borrowed educational literature and is obliged to keep it properly.
- 20.4. The textbooks are returned to the librarian. Textbooks must be in good condition when being returned.
- 20.5. The student is obliged to notify the librarian of the lost or damaged textbook.
- 20.6. A lost or damaged book shall be replaced by the reader with the same or a book recognised as equivalent by the school library. If the book is not replaced, the student is required to pay three times its market value. In the case of the damage caused by underage readers, the parent or legal representative of the child should be responsible.
- 20.7. The funds received for the compensation of lost or damaged books cover the expenses incurred for the replacement of the item and supplement the library fund.

## **21. PROCEDURE FOR ACQUIRING AND USING THE STUDENT CARD**

- 21.1. The student card is compulsory - the students will use it in the school building, and they might need it for public transport or for some other reasons, for example getting a discount in the museums.
- 21.2. The student card costs 4.50 euros and can be ordered from the administrator ([info@ist.ee](mailto:info@ist.ee)). To apply for a student card a digital photo and personal code need to be sent to the administrator. If the student does not have the ID-code, they can still apply for the card, but the public transport would not be free.
- 21.3. When the student card is ready, the administrator will inform the student and the family will be sent an invoice.
- 21.4. The student informs the administrator ([info@ist.ee](mailto:info@ist.ee)) of the lost student card.

## **22. PROCEDURES FOR THE USE OF SCHOOL FACILITIES, PREMISES, AND EDUCATIONAL, SPORTS, AND TECHNICAL INSTRUMENTS IN EXTRA CURRICULAR ACTIVITIES**

- 22.1. Extra-curricular use of school facilities, rooms, and educational, sports, and technical facilities is free for school staff and students outside the daily timetable, schedules of extra-curricular activities, and sports club training schedules.
- 22.2. The student must apply for permission from the homeroom teacher to use the room at least one day in advance. Prior to giving written approval, the homeroom teacher shall coordinate the desired room(s), time(s), and justification with the person in charge of the room/area and the school management.
- 22.3. The use of the school facilities, rooms, educational and technical facilities in extra-curricular activities shall be booked by the administrator, extra-curricular activities coordinator, the office manager, or a member of the management in the school records system.

## 23. BEHAVIOUR AND COMMUNICATION CULTURE

23.1. Communication between the school community is based on universal human values, respect for human rights, and mutual tolerance. The school respects and follows the IB (International Baccalaureate) philosophy, values, and principles.

23.2. The school values open and transparent communication, taking personal responsibility, peacefully resolving conflicts, and preserving the assets of oneself, others, and the school.

23.3. To facilitate effective communication, members of the school community use various communication channels in the manner and for the purposes set forth in the school's **Communication Policy**.

23.4. A student from our school follows the following good practices:

23.4.1. Does not use physical or mental violence – knows that talking about bullying and noticing another student's problem is not about complaining, but about protecting a fellow student; reports violence to an adult, and notices and assists a student in distress.

23.4.2. Is friendly, tolerant, understanding, and helpful to others; refrains from negative comments and does not pour out their anger on another student.

23.4.3. Attends to other students without prejudice, evaluates a fellow student for their actions, not by appearance, wealth, race, and grades.

23.4.4. Respects the opinion of others, is polite to everyone, knows that everyone has the same rights, and speaks with a polite voice.

23.4.5. Keeps their class united, tries to connect more with fellow students they would not otherwise interact with – because it enriches the worldview.

23.4.6. Follows the sayings: "Think before you say" and "Do not do unto others what you do not want done unto you." When they see someone in trouble, they help them.

23.4.7. Does not take or damage a fellow student's property without asking.

23.4.8. Sets an example for younger people.

23.4.9. Follows the IST practice of communicating in the English language during the school day

## 24. VALUE EDUCATION PRACTICE

24.1. The student's work for the benefit of the community is a part of the school's value and work education that is commensurate with the student's age and abilities and is performed to the recommended extent each school year.

24.2. Guideline for recommended number of hours of voluntary work per school year:

1<sup>st</sup> grade: 1–2 hours;

2<sup>nd</sup> to 3<sup>rd</sup> grade 2–4 hours;

4<sup>th</sup> to 6<sup>th</sup> grade 4–6 hours;

6<sup>th</sup> to 7<sup>th</sup> grade 6–8 hours;

9<sup>th</sup> to 12<sup>th</sup> grade 8–10 hours.

24.3. The student may be awarded with commendation or other reward if they take on more community service work than is expected of them.

- 24.4. Work for the benefit of the community can be done in class, in a group, or individually.
- 24.5. Work done for the benefit of the community can be guided by all school staff (especially by SA and CAS teachers), and parents can help plan the class work together.
- 24.6. Areas of work considered as work for the benefit of the community include:
- 24.6.1. work done for the school, which has the objective of maintaining and preserving the physical learning environment of the premises and territory of the school;
  - 24.6.2. organising school events (including sports) and co-operation in event management teams;
  - 24.6.3. work done for the benefit of the community at an institution or organisation outside the school.
- 24.7. Activities done for the benefit of the school:
- 24.7.1. preparation of public ceremonies and events and tasks related to the representation of the school in agreement with the event coordinator or a teacher, as well as performances outside school hours;
  - 24.7.2. maintenance work in agreement with the management (e.g., cleaning and repairs, transportation of items, etc.); taking photos, designing and setting up halls and rooms, welcoming school guests, conducting guided tours; audio and lighting work on events, IT student work, and other activities containing features of work done for the community;
  - 24.7.3. work in the school library in agreement with the librarian (e.g., repair, assembly, issue, return, barcoding, stamping, transportation, etc. of textbooks);
  - 24.7.4. ICT-related work in agreement with the school's administrative staff (e.g., installation of presentation equipment, cleaning of computers, screens, and projectors, design work on programming and computer graphics – designing posters, books, and booklets and pre-press preparation, etc.);
  - 24.7.5. work in agreement with the homeroom teacher, subject teacher, and management.
- 24.8. Work done for the benefit of the community is recorded during the academic year.
- 24.9. A school employee, parent, or representative of an institution and organisation outside the school informs the SA teacher, CAS teacher, homeroom teacher or office manager of the work done for the benefit of the community (name, content, volume, name of the supervisor), which is recorded by the homeroom teacher or administrative staff in the toddle, which can be accessed and entered by homeroom teachers, event coordinator, administrative staff, and management.
- 24.10. The work done for the benefit of the community will be acknowledged on the students report along with the recommended minimum number of hours met.

## 25. EXCLUDING A STUDENT FROM SCHOOL

- 25.1. The decision to exclude a student shall be taken by the head of school, subject to the following provisions:

- 25.1.1. if the student or the parent of a student with restricted active legal capacity has applied to exit the school;
- 25.1.2. if a PYP or MYP student has started education in an educational institution in a foreign country and parents have not applied for homeschooling while studying abroad;
- 25.1.3. if the student's behaviour threatens the safety of others at school or repeatedly violates the rules of procedure;
- 25.1.4. if a student is absent from lessons without a good reason and therefore, cannot be transferred to the next grade;
- 25.1.5. if the student does not fulfill the conditions for completing school during the nominal period of study (the nominal period of study in the DP program is two years);
- 25.1.6. if a DP1 student has not completed all summative tests, assignments, and projects at least with grade 3 out of 7 they will be excluded from school at the end of the school year; only if they are behind in any CORE requirements (CAS, Extended Essay, and/or TOK) they can make up the work over the summer before entering into DP2;
- 25.1.7. if the parent or other legal representative of the child who has entered into a schooling agreement has not fulfilled the financial obligations arising from the schooling agreement or other obligations incurring additional costs for the school;
- 25.1.8. if the student has completed the diploma program graduation requirements and has been issued with an IB diploma.
- 25.1.9. If the student is continuously violating the language policy by not speaking in English.

## **26. FINAL PROVISIONS**

- 26.1. 26.1. The rules of procedure shall be submitted to the board of trustees, the teacher's council, and the student council for their opinion, and shall be laid down by the head of school.
- 26.2. 26.2. The school's rules of procedure are discussed with the students in the homeroom lessons after the rules are adopted or changed.
- 26.3. 26.3. The parents are encouraged to discuss school rules with their children.
- 26.4. 26.4. Amendments to the rules of procedure shall, whenever possible, be made immediately before the beginning of the academic year or in connection with amendments to legislation or the statutes of the school.

## APPENDIX:

Revised version: Jan 2026

Revised by IST Management team and IST Teachers

### IST Behaviour Matrix

(Integral part of the school rules)

Tier / Severity	Examples (not exclusive)	Interventions / Consequences	Responsible Stakeholders
Tier 1 – Minor / Low-Level Issues	<ul style="list-style-type: none"> <li>• Minor dress-code / uniform deviation</li> <li>• One-off minor tardiness or lateness</li> <li>• Minor distraction or inattention / low-level disruption</li> <li>• Incomplete homework</li> <li>• Minor breach of school routines (forgetting books/supplies repeatedly)</li> <li>• Isolated phone-policy slip</li> <li>• Violation of language policy</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal redirection / gentle reminder</li> <li>• Short teacher-student discussion / gentle guidance</li> <li>• Record behaviour on Learning Management System</li> </ul>	Homeroom Teacher/Supervising Adult
Tier 2 – Repeated Minor / Moderate Misbehaviours	<ul style="list-style-type: none"> <li>• Repeated Tier 1 behaviours</li> <li>• Device misuse (not handing devices, using devices in prohibited areas)</li> <li>• Repeated low-level class disruptions or inattentiveness</li> <li>• Mild peer-to-peer disrespect (non-harassing, non-threatening language)</li> <li>• Repeated violation of language policy</li> <li>• Safety violations during domestic field trips</li> <li>• First instance of academic dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>• Record behaviour on Learning Management System</li> <li>• Request for short reflection</li> <li>• Loss of minor privileges (optional, non-essential activities and/or using own devices)</li> <li>• Referral to Homeroom Teacher, Homeroom Teacher informs the Parents.</li> <li>• Reflection with target setting, led by Homeroom Teacher/Subject Teacher</li> <li>• Restorative dialogue</li> <li>• Confiscation of device until the end of the day</li> </ul>	Homeroom Teacher + Subject Specialist Teacher(s)

Tier / Severity	Examples (not exclusive)	Interventions / Consequences	Responsible Stakeholders
Tier 3 – Serious / Repeated / Patterned Misbehaviours	<ul style="list-style-type: none"> <li>• Repeated Tier 2 behaviours</li> <li>• Repeated peer-peer disrespect or peer issues (non-harassing, non-threatening language)</li> <li>• Repeated device-policy violations</li> <li>• Verbal bullying, social exclusion, harassment (non-physical)</li> <li>• Repeated defiance of school rules despite prior reminders</li> <li>• Significant repeated neglect of responsibilities</li> <li>• Safety violations during international field trips</li> </ul>	<ul style="list-style-type: none"> <li>• Recording behavior on Learning Management System</li> <li>• Restorative practices / mediation / counselling / support</li> <li>• After-school reflection / supervised time or structured support session (within reasonable scheduling)</li> <li>• Target setting reflection, led by Homeroom Teacher/Subject Teacher with families and students</li> <li>• Meeting with parents to align expectations</li> <li>• Behaviour agreement / contract (with student, and parents if under 18)</li> <li>• Removal of Loyalty and possibly other discounts (in severe cases where repeated warnings have been given)</li> </ul>	Homeroom Teacher + IB Coordinator or (if referred) or Psychologist/Counsellor
Tier 4 – Major Violations / Safety-Relevant Misbehaviours / Repeated Serious Issues	<ul style="list-style-type: none"> <li>• Physical aggression or threats (toward peers or staff)</li> <li>• Vandalism, theft, damage to school property</li> <li>• Possession or use of illicit substances (drug, alcohol, vaping, dangerous objects) on school premises or during school activities</li> <li>• Severe or repeated bullying/harassment</li> <li>• Serious academic dishonesty or fraud (exam cheating, forging documents)</li> <li>• Serious safety violations on school premises or international field trips*</li> </ul>	<ul style="list-style-type: none"> <li>• Recording behaviour on Learning management system</li> <li>• Written reprimand from school leadership</li> <li>• Temporary exclusion from extracurricular activities or school trips</li> <li>• Obligation to remain at school after the lessons for a maximum of 1.5hr (written notice to parents)</li> <li>• Referral to carry out an activity that is beneficial to the school (consent required from student)</li> <li>• Reflective Session (Supervised social-</li> </ul>	Homeroom Teacher + School Leadership + Teachers' Council (or equivalent disciplinary committee) + SEN Coordinator (to implement the ILP)

Tier / Severity	Examples (not exclusive)	Interventions / Consequences	Responsible Stakeholders
	<ul style="list-style-type: none"> <li>• Repeated serious breaches of behaviour agreement or refusal to comply</li> </ul>	<p>emotional learning task during lesson time)</p> <ul style="list-style-type: none"> <li>• Temporary suspension from studies (max 10 school days per semester), with Individual Learning Plan (ILP) to secure educational continuity</li> <li>• Referral to school counsellor / external support services</li> <li>• Removal of Loyalty and possibly other discounts</li> <li>• Restriction from future international trips</li> <li>• Director's decree (formal warning)</li> </ul>	





Tier / Severity	Examples (not exclusive)	Interventions / Consequences	Responsible Stakeholders
Tier 5 – Critical / Exclusion / Non-Renewal / Permanent Removal (Last Resort)	<ul style="list-style-type: none"> <li>• Repeated Tier 4 behaviours despite prior interventions and support</li> <li>• Violent assault or serious threats to safety</li> <li>• Serious criminal behaviour on campus or during school-organised events</li> <li>• Repeated, significant substance abuse or trafficking</li> <li>• Major, repeated academic dishonesty undermining school's academic integrity</li> <li>• Persistent refusal to comply with school's statutes / signed behavioural contracts</li> <li>• As defined in school's statutes/contractual agreement: serious contractual breach, when those grounds are clearly specified in statutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Exclusion from school (mid-year) or non-renewal (denial of enrollment for next school year), with suggestions of alternative institutions.</li> <li>• Apply the support of the Teachers' Council when and where application</li> <li>• Written exclusion/ non-renewal decision with reason, right to appeal, and information about educational alternatives</li> <li>• If re-admission is considered in future: conditional placement of behaviour contract/behavioural support plan, re-entry meeting, clear targets</li> <li>• Notifying the police for criminal behaviour</li> </ul>	Teachers' Council (or equivalent disciplinary committee) + School Owner / Director + SEN Coordinator (in the case of re-admissions)

