



CODE OF ETHICS

Heritage International School (or “Heritage”) is a bilingual learning institution based in Chisinau, Moldova.

Heritage International School offers educational services to learners between the ages of six and eighteen.

Heritage is registered with the Ministry of Education, Culture and Research of the Republic of Moldova and subscribes to the regulations and expectations in ethics set by the Ministry of Education, Culture and Research of the Republic of Moldova.

Retrieved from:

<http://lex.justice.md/viewdoc.php?action=view&view=doc&id=363796&lang=2>

I. Heritage International School Mission and Vision

Our Belief:

Heritage International School is founded on the belief that all children have the right to a relevant, inclusive and holistic education, which will help to awaken each child’s critical thinking, emotional intelligence and self-expression, preparing such a child to make meaningful contributions to the world.

Our Approach:

At Heritage we create a safe, supportive and stimulating learning environment, where all learners are treated with care and respect. Our leadership recognizes the importance of understanding, upholding and respect for each family’s cultural heritage, and encourages parent involvement in the educational process of their children. Heritage tailors learning to the needs of each child with the help of highly-qualified and professional staff, prioritizing intellectual, emotional, social, physical, and moral development. We equip our learners with skills to set realistic goals, meet challenges ahead of them and aspire to high standards of performance and behavior. Heritage aligns Moldovan educational standards with an internationally accredited curriculum promoting the pursuit of educational qualifications through learning English in combination with Romanian and Russian which results in the upbringing of individuals who are culturally aware and internationally minded.

Our Vision:

The vision of Heritage International School is the development of the whole child and the creation of individuals who are life-long learners, socially and emotionally balanced, and who have the intellectual, physical and moral ability to be independent, responsible and actively contributing members of society. Such individuals will embrace the principles of high self-esteem and integrity, working together and supporting one another so that to become visionaries and leaders in order to make lasting and positive contributions to the world.



II. Principles and behaviour norms of academic staff

All academic staff of Heritage International School should be guided by the following principles while in the employ of Heritage:

- a. Loyalty to the teaching profession
- b. Professionalism in their interactions with the learners, children and parents/guardian
- c. Respect for the uniqueness and differences of children and learners
- d. Cooperation with colleagues, parents/guardians and learners
- e. Modesty and moral and professional diligence
- f. Responsiveness to the needs of children and learners
- g. Responsibility for job expectations before the management, the colleagues and the parents/guardians
- h. Effectiveness and results in delivering set job expectations
- i. Impartiality and fairness

III. Behaviour Code of staff while interacting with learners

During their interactions with learners all didactic staff are to comply with the following behaviour expectations in order to protect the physical, psychological and moral health of the learners and children through the following:

- a) Constant attention and care during their stay in school and during extra-curricular events inside and outside the school in order to ensure their safety
- b) Avoidance of interaction or punishment involving any form of violence, discrimination, servitude or degrading and exploitation of learners and children
- c) Protection from and intervention in cases of physical abuse, discrimination, neglect and exploitation of learners and children
- d) Absence of any form of sexual, emotional or psychological abuse
- e) Prohibition of any form of sexual advancement even when with mutual consent
- f) Protection of the learners' personal data
- g) Responsibility for motivating the learners to achieve the expected learning goals embedded in the educational programme of Heritage
- h) Provision of equal opportunities for educational growth and academic promotion learners in an all-inclusive educational setting
- i) Respect for dignity and recognition of the personal attainments of each learner
- j) Desist from:
 - any form of chauvinistic, political, religious, military activity and the involvement of all children in meetings, demonstrations and protests of political nature
 - acts encouraging corruption
 - requests and receiving of any kind of material gains including money, gifts or services from parents or groups of individuals connected to the learners
 - requests for the purchase of books and learning materials not included in the educational service
 - engaging the learners in any paid-for activities which have not been included in the educational programme, or including learners from own class/subject/learning area
 - falsifying school records for any kind of personal gain and for any reason.



IV. Behaviour Code of staff while interacting with parents and guardians

When interacting with parents and guardians all academic staff are to apply the following principles:

- 1) Improve their expertise and education
- 2) Communicate successfully through:
 - a) The provision of consultations to parents/guardians on matters of child upbringing and the role of parents
 - b) Establishing of cordial relationship based on trust and open-mindedness
 - c) readiness to cooperate in observations of educational character raised by parents/guardians
 - d) The provision of relevant and objective information about all areas of the child or children activities through explanations in order for parents to understand and assess the educational services
 - e) Compliance with confidentiality regulations and the rights and sanctity of the individual and the family
 - f) Desist from any interactions between academic staff and parents/guardians involving material gains or money for educational services or any other act encouraging corruption practices
 - g) Offering of consultancy and advice to parents/guardians about the best options for development and character building for their child or children
 - h) Protection of the personal data of parents/guardians
 - i) Involvement in any kind of organization different than the ones Heritage has adopted

V. Behaviour Code of parents/guardians

Parents are main stakeholders in the education of their child or ward and Heritage expects of them to recognize and comply with the expected behaviour code adopted by the school.

Parents are to:

- a) Understand and work for the fulfillment of the Mission and Vision of Heritage
- b) Stay informed about and comply with all regulations and policies published by Heritage
- c) Support the efforts of Heritage for the continuous development of their child/ward in all areas, including the acquisition of English language skills
- d) Provide truthful and timely information about their child/ward
- e) Communicate regularly with the school on matters regarding their child/ward progress
- f) Treat all staff of Heritage, other families and their children and other guests and partners of the school with respect
- g) Exhibit tolerance for individuals and families of other race, religious and cultural background
- h) Be punctual to school events
- i) Abstain from engaging in any activities promoting favoritism and corruption of any individual or group of individuals in Heritage
- j) Cooperate with Heritage and other parents and parent forums in all matters related to the education of their child/ward
- k) Desist from engaging in any activities leading to friction and division within the school community
- l) Embrace constructive criticism and positive attitudes in all matters
- m) Pay their bills in a timely manner



VI. Behaviour Code of learners

Heritage International School subscribes to child protection and safety for all learners. Nevertheless, the school takes matters of learners' behaviour very seriously and is determined to support the development of acceptable academic and social competencies by all.

1. Heritage characteristics and attitudes

Heritage makes deliberate efforts by supporting a learning environment where the development of IPC dispositions will be promoted with the help of the whole staff, the parents and the active involvement by the learners.

I. *Character development*

a) *Adaptability*

- i. Open-mindedness including readiness to understand other cultures different from one's own
- ii. Readiness to learn and improve
- iii. Flexibility of mind
- iv. Empathy

b) *Morality*

- i. Cleanliness
- ii. Friendship
- iii. Honesty
- iv. Humility
- v. Kindness
- vi. Loyalty
- vii. Modesty
- viii. Patience
- ix. Punctuality
- x. Respect
 - Respect for all including their peers, teachers, parents and other adults
 - Respect for and protection of the intellectual property of others including
 - Respect for and compliance with rules
 - Respect and care for the living world and Life on Earth
- xi. Responsibility
- xii. Tactfulness
- xiii. Thoughtfulness
 - Care about school property including books and other learning materials such as school equipment, furniture and the whole school building
 - Staying safe and protection of oneself and others from harm both physical and psychological in all school related activities including:
 - During play
 - During studies
 - At other times outside the school
 - During being on the Internet

- Ability to reflect
 - Recognize weaknesses in order to improve
 - Identify strengths in order to build on them
 - Redirect own behaviour and set new goals
- Ability to plan and project including future career choice-making
- xiv. Truthfulness
- c) *Resilience*
 - i. Making efforts to learn and improve
 - ii. Staying positive at all times including when faced with a challenge or defeat
 - iii. Managing time
 - iv. Managing stress
 - v. Managing peer pressure including bullying
 - vi. Persistence
 - vii. Understanding the growing process including teen age
- d) *Confidence*
 - i. Ability not to be afraid of mistakes
 - ii. Skills in public presentation
 - iii. Accepting challenge
 - iv. Risk-taking
- e) *Innovation*
 - i. Thinking outside the box
 - ii. Making connections
 - iii. exploiting the potential of each child
- f) *Enquiry*
 - i. Curiosity about the world
 - ii. Learning and applying the scientific process during investigation
 - iii. Setting out to develop research skills
- g) *Staying engaged*
 - i. Being consistent
 - ii. Adding variety
- II. *Social Competencies*
 - h) *Communication*
 - i. Active listening
 - ii. Expressing own views and opinions within acceptable norms
 - iii. Being able to communicate in times of bullying – No, Go, Tell-rule
 - iv. Recognizing and responding adequately in times of threat
 - i) *Co-operation*
 - i. Taking turns
 - ii. Tolerance
 - iii. Understanding of and compliance with group rules during study, play, sport and other extra-curricular activities
 - iv. Practicing acceptable etiquette
 - j) *Tolerance*
 - k) *Global mindedness*



2. Appearance

Uniform

Learners are to wear the approved school uniform (including the sport wear) at all times.

The school uniform must be clean, ironed and neat.

3. Bullying

According to Oxford Dictionary “bully” “use superior strength or influence to intimidate (someone), typically to force them to do something”. Retrieved from: <https://en.oxforddictionaries.com/definition/bully>

Heritage International School has zero tolerance for bullying. The school will engage all students in learning about the need to desist from bullying and how to recognize, abstain from and act accordingly when bullied. The rule of “No-Go-Tell” implies that children will be taught how to refuse to be bullied, how to behave in a situation when being bullied and how to communicate such incidents to the relevant individuals.

In instances of bullying Heritage will provide support and counseling to any child or group of children who engage in such acts in order to allow them to correct their behaviour.

4. The Use of Devices

Heritage International School does not prohibit the use of devices such as mobile phones, tablets or others by learners. However, such gadgets can be used only during the appropriate time and with the permission and supervision by an adult. Therefore, mobile phones, when brought to school will be turned off. In case of inappropriate use of mobile phones and devices, the school reserves the right to take the goods for safekeeping and hand them over to the parents of the child/ward, engaged in this act.

The school discourages parents from allowing their child/ward to bring to school expensive items for personal use, including devices.

5. Unacceptable behaviour

Some examples of unacceptable behaviour which may warrant sanctions include but are not limited to: abuse, assault, bullying, cheating, contraband and use of prohibited substances including alcohol, tobacco and obscene images, fighting, graffiti, harassment, obsession with gaming, plagiarism, refusal to comply, rudeness, tardiness, theft, throwing of food or sharp objects, truancy, vandalism or similar acts.

6. Sanctions

Heritage International School will work closely with all parents in order to train a community of learners exhibiting the expected dispositions. We shall employ support, positive reinforcement, role modeling, simulations and live experiences to scaffold and nurture the expected behaviour expectations.

However, in cases of deliberate or persistent refusal to comply with school regulations and expected behaviour rules, International School Heritage will apply sanctions in order to provide support for a change of a behaviour by that learner or a group of learners.

Students who breach legal provisions in effect and provisions of the regulation of this Institution, shall be sanctioned. Depending on the gravity of the deeds, sanctions may include:

- a) individual/ group admonition, entered into the Student's markbook;
- b) oral or written reprimand;



- c) temporary removal from classes, with the provision of study;
- d) compensation by parents of the expenses occurred as pecuniary damage to laboratory, office rooms, classrooms etc.

Parents/guardian should be informed of the sanctions applied to students, regardless of their type, within 3 (three) working days.

Individual/ group admonition consists in an individual discussion in which the student is informed on the actions that constitute the subject of admonition regarding his (her) /group actions.

This sanction may be applied by form master/teacher or school principal.

This sanction does not envisage any other disciplinary measures.

Oral reprimand applied to a student/group of students consist in making a stricter educative admonition followed by a request to change the behavior to prove redemption. The student shall be informed that if he/she does not change the behavior, a more severe sanction may be applied.

This sanction may be applied by form master/teacher or school principal.

This sanction is followed by lowering the grade on behavior.

Written reprimand applied to a student is recorded in the Register on discipline, details the educative admonition regarding the breach of the found behavioral norms and states the restrictions and requirements applied to prevent recurrence. Written reprimand may be applied by school principal following the proposal of form master.

It is recorded in form master's report presented to the teaching council or the ad-hoc committee convened by the Order of the principal.

This sanction is followed by lowering the grade on behavior.

Removal from classes for 2-3 school days consists in replacing the usual activities of the student (normally carried out within the institution) by another type of activity, for the period of the sanction, based on independent learning at home or at the institution. For the period of the sanction, the educators of the institution should ensure the possibility to carry out independent learning, while the parents should be deemed responsible for the life and safety of the child.

Sanction may be applied by the principal of the institution in case of repeated breaches (more than one time) of discipline rules, internal regulation.

This sanction should be recorded in the report presented to the teaching council or to the d-hoc committee, convened by the Order of the principal of *Private Institution Heritage International School*. This sanction should be recorded in the *Register on discipline*, in line with the Order.

This sanction is followed by lowering the grade on behavior.

This sanction should not be applied to primary school students.

Parents/ legal guardian of the students who have been guilty for damaging the assets belonging to *Private Institution Heritage International School* should pay for all the repair works or cover all the expenses for the replacement of damaged assets.

When the person who damaged the assets is not found, the pecuniary liability should be deemed collective, meaning that it will be shared by the whole class and should be registered in the minutes of the teaching committee meeting.

In case of destruction/damage of textbooks received for free use, the students on whose name the textbooks were issued should replace the damaged textbook with a new one, for the same school subject, year and type of textbook, or if it is not possible, to compensate the pecuniary value of the damaged textbook.



6.1 Procedure and notifications

The learner's right to be heard will be respected as will the right of his/her tutor(s).

When any offence is committed and a sanction applied even when these are provisional measures, parents and tutors of the student will be informed. When deemed appropriate the educational authorities will be informed.

The school can apply provisional measures during an ongoing investigation and whilst facts are being clarified.

All notifications to parents will be made using any immediate means of communication.

6.2. Extenuating and aggravating circumstances

When punishment is being decided, the extenuating and aggravating circumstances which appear in the case will be considered.

1. *Extenuating Circumstances* considered are:

- a) Spontaneous regret for incorrect behaviour
- b) Unintentional behavior
- c) The immediate repair of the damage caused

2. *Aggravating Circumstances* considered are:

- a) Premeditation and repetition
- b) The use of violence, threatening attitudes, defiance or disrespect, continuous disrespect and bullying taking place inside and outside of school
- c) Causing harm, injury or offence to fellow younger students or newcomers to the school.
- d) Behaviour that violates rights discriminating on the grounds of gender, age, race/ethnicity, physical ability, mental capacity, religion and belief, education, economic status, personality or any other personal or social circumstance
- e) Group actions against the rights of any member of the school community

6.3. Responsibility and repairing damages

Students are obliged to repair the damage that they cause, individually or collectively, intentionally or by negligence to the facilities, school material and belongings of other members of the school community or pay for the repair. They are also obliged to replace items in the case of theft. Parents or legal guardians have the civil responsibility that correspond to them in the terms by law.

When there are damages that have been physical or moral to peers or other members of the school community, this damage will be repaired by an apology and recognition of responsibility either in public or private. The school will decide how to proceed taking into consideration the nature of the damages.

6.4. Offences committed outside the school

This code of ethics will also be applied in the case of offences which are committed outside school grounds or during complementary or academic activities when these have their origin or are directly related with school activity or affect members of the school community.



7. Awards

Heritage International School acknowledges the uniqueness of each child while recognizing the talent and distinct abilities of the learners. Therefore, the school will use all possible venues to motivate learners and recognize their successes and talents in all areas of school activities through the following means:

- a) Public announcements and displays such as class and school notice boards, posters, adverts and gallery photographs on the school website
- b) Recognition through the issuance of verbal or written commendations, certifications, prizes awards, medals or trophies
- c) Special awards such as sponsored events like educational and recreational trips, memberships, entertainment programmes and others
- d) Tuition waivers and educational scholarships under Heritage Scholarship Programme.