



Parent Handbook

AY 2026 - 2027



TrustTheChild Montessori School

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Welcome, dear parents, to the new academic year.

To our returning parents, we are grateful for the opportunity to continue this journey alongside you and your children. Your trust, partnership, and continued faith in our work mean a great deal to us. To our new parents, we extend a heartfelt welcome and thank you for choosing TrustTheChild Montessori School. We recognize the significance of entrusting your child to a school community, and we deeply value the confidence you have placed in us. We look forward to getting to know your family and becoming a meaningful part of your child's growth and development in the years ahead.

At TrustTheChild Montessori School, our vision has always remained simple, clear, and unwavering—to serve children with sincerity, respect, and care. Everything we do, every decision we make, and every interaction we have is guided by this commitment. We believe that childhood is a precious and formative stage of life, and that children deserve to be surrounded by adults who genuinely seek to understand them, support them, and protect their well-being.

We believe that every child deserves to grow in an environment where they feel safe, seen, valued, and free to be themselves. Children do not develop solely through lessons, activities, worksheets, or academic achievements. Their growth is shaped by the countless everyday experiences they have with the people and environments around them. A child develops through feeling understood when they are struggling, respected when they express themselves, protected when they feel vulnerable, guided when they need support, and trusted as they gradually learn to navigate the world. These experiences form the foundation upon which confidence, resilience, independence, and a healthy sense of self are built.

For this reason, emotional safety lies at the heart of everything we do. We believe that meaningful learning and healthy development can only flourish when a child feels emotionally secure. Emotional safety is not simply about preventing distress; it is about creating an atmosphere where children feel accepted, respected, and confident

that the adults around them will respond with care and consistency. It is through this sense of security that children develop the courage to engage with the world around them.

When a child feels emotionally safe, their body relaxes, their mind becomes more open to learning, and their natural curiosity begins to thrive. They become more willing to explore new experiences, ask questions, take healthy risks, and engage deeply with their environment. Emotional safety allows children to make mistakes without fear, learn from those mistakes, and try again with confidence. It supports their ability to express their thoughts and feelings, build meaningful relationships with adults and peers, develop independence, and gradually discover their own strengths, interests, and identity. These experiences are essential not only for academic growth but also for emotional and social development.

We strive to view every aspect of school life through the child's perspective. Rather than beginning with what is convenient or customary for adults, we continually ask ourselves what will best support the child's overall well-being and development. We reflect on questions such as: What does the child need in order to feel safe and secure? What experiences help the child develop independence and confidence? What supports their dignity and sense of self-worth? What helps them build trust in themselves, in the adults who care for them, and in the world around them? What kind of structure, rhythm, and boundaries create the conditions for healthy growth and learning? These questions guide our decisions and help us remain focused on what truly matters.

Our focus has always been on the holistic development of the child. We recognize that children are complex individuals whose growth cannot be separated into isolated categories. Physical, emotional, social, relational, and cognitive development are deeply interconnected, and each area influences the others. Our aim is to support all aspects of a child's development in a balanced and thoughtful manner. We believe in following the child, respecting their individuality, and recognizing that each child develops at their own

pace and in their own unique way. By observing carefully and responding thoughtfully, we seek to create opportunities that nurture their natural curiosity, encourage exploration, and foster a lifelong love of learning.

At the same time, we also believe that children need clear, calm, and consistent adults around them. While independence and freedom are important, they are most meaningful when they exist within an environment that provides stability and guidance. Freedom does not mean the absence of structure, and respect does not mean the absence of boundaries. Children feel safest when the adults in their lives are predictable, dependable, and aligned in their approach. Clear expectations, consistent routines, and respectful boundaries help children understand the world around them and provide the security they need to explore it confidently. When adults work together with patience, clarity, and mutual respect, children benefit greatly from that consistency.

This handbook has been created in that spirit. It serves as a guide to help establish a shared understanding between home and school, ensuring that we work together in ways that best support the child. The information and guidelines contained within it reflect our values, our commitment to children, and our desire to create a nurturing and respectful school community.

The guidelines shared here are not intended to be rigid rules created for the sake of control. Rather, they exist to protect and support the child's safety, emotional security, developmental rhythm, independence, and relationship with the school environment. Many of these practices may appear simple on the surface, but each one has been thoughtfully considered through the lens of the child's experience. When home and school work together with clarity, consistency, and trust, children receive the strongest possible foundation for growth. A collaborative partnership between parents and educators helps create the stability and support that children need to thrive.

Transparency, trust, and respect form the foundation of our relationship with both children and parents. We believe that open communication, honesty, and mutual understanding are essential for building strong partnerships and creating a healthy school community. These values guide our interactions, our decisions, and our commitment to serving children and families with integrity. They have always been central to our work and will continue to remain our guiding principles in everything we do.

Once again, thank you for trusting us and giving us the opportunity to serve your children. We are honored to be part of their journey and look forward to working together to create an environment where they feel safe, respected, supported, and free to grow into the fullest expression of themselves.

With warmth,
Team TTC.

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Our Core Guiding Beliefs

1. “Each child is a unique spirit throbbing with their own signature. They have their own destiny to live out and are very much in touch with who they are and what they want to be in the world. As adults, our only role is to help them actualize their spiritual purpose, without corrupting it.”
2. “Instead of moulding children to fit our ideas of raising the perfect child, we should tailor our raising of them to their needs.”
3. “An educational system working for children towards building an open, free and loving society will be based on trust, respect and freedom. No fear, no authority, no coercion, no shaming, no comparison, no competition, no grading.”

Purpose of the Handbook

This handbook has been created to serve as a clear and reliable point of reference for all essential information related to the school. It includes important guidelines, schedules, routines, commonly asked questions, and other details that parents may need throughout the academic year. We request all parents to keep this handbook with them and refer to it whenever needed, as most queries can be clarified by going through the information provided here.

At the same time, this handbook is not only an information document. It is also a way for us to create clarity and consistency between home and school, so that the adults around the child are aligned in the way we support the child. Children feel safer when the adults in their life are clear, predictable, and consistent. When expectations are unclear, when routines change without preparation, or when home and school respond in very different ways, the child may experience confusion, insecurity, or resistance. From the child's perspective, adult alignment is not a small administrative matter; it is part of their emotional safety.

Many of the guidelines in this handbook may appear practical on the surface — timings, attendance, clothing, food, drop-off routines, pick-up procedures, communication practices, health guidelines, or boundaries. But each of these directly affects the child's experience of school. They influence how safely the child enters the environment, how independently they can function, how confidently they can move, how securely they can relate to adults, and how clearly they can understand what is expected of them.

This is why we request parents to read this handbook not as a list of rules, but as a shared agreement between home and school in support of the child. The purpose is not to make the school convenient for adults, or to create rules for the sake of control. The purpose is to protect the child's safety, emotional security, developmental rhythm, independence, dignity, and sense of trust in the environment.

When parents and the school are able to work together with mutual respect, timely communication, and consistency, the child receives a stronger foundation. They do not have to carry adult confusion, mixed messages, or unnecessary uncertainty. Instead, they can experience the adults around them as a steady circle of support.

If you have any questions that are not addressed in this handbook, please feel free to reach out to us. We are always open to communication, clarification, and working together in the best interest of the child. This handbook is created to ensure clarity, consistency, ease of communication, and above all, a safe and supportive developmental environment for every child.

Our View of the Child

At TrustTheChild Montessori School, we do not see the child as someone to be hurried, controlled, compared, corrected, or shaped according to adult expectations. We see the child as a whole human being — with a body, mind, emotions, will, curiosity, sensitivity, dignity, and an inner rhythm of development. The child is not empty, passive, or waiting to be filled by adults. The child is actively building themselves through every experience, every relationship, every movement, every choice, every mistake, and every moment of connection.

This is why we take the child's perspective seriously. A child may not always be able to explain what they feel, what they need, or why something is difficult for them. But their behaviour, movement, resistance, joy, tears, curiosity, hesitation, and choices are all forms of communication. Our responsibility as adults is to slow down enough to observe, understand, and respond with care. When we look at the child only from the adult's perspective, we may see inconvenience, disobedience, delay, or difficulty. But when we look from the child's perspective, we are often able to see a need for safety, connection, independence, clarity, rhythm, rest, movement, or support.

We believe that children develop best when they feel safe. Safety, for us, is not only physical safety. It is also emotional safety, relational safety, and developmental safety. A child feels emotionally safe when they are not shamed, threatened, compared, mocked, or forced to perform before they are ready. A child feels relationally safe when the adults around them are warm, calm, predictable, respectful, and trustworthy. A child feels developmentally safe when they are given the right amount of freedom, the right amount of structure, and the right amount of support for their stage of growth.

This does not mean that children are allowed to do anything they want. Children need boundaries, rhythm, structure, and adults who can lovingly and firmly hold limits. But the purpose of boundaries is not to control the child. The purpose of boundaries is to help the child feel safe, protect others, respect the environment, and slowly develop inner discipline. True freedom is not the absence of boundaries. True freedom is possible only when the child is held within a safe, respectful, and consistent environment.

In our work with children, we are always holding these questions: What is the child experiencing? What does the child need in order to feel safe? What is this behaviour communicating? What kind of support will help the child grow without shame? How can we protect the child's dignity while also holding clear boundaries? How can we help the child become more independent, more aware, more connected, and more responsible?

This is the spirit behind our school. Every routine, guideline, expectation, and boundary in this handbook comes from this view of the child. Our only agenda is the child's safety, development, emotional well-being, independence, dignity, and growth.

The Role of the Adult

We believe that the adult is a very important part of the child's environment. The child is not shaped only by the materials, routines, activities, or lessons offered in school. The child is also deeply shaped

by the way adults speak, respond, observe, guide, set limits, repair mistakes, and hold emotional safety. Every adult around the child becomes part of the world the child is learning to trust.

For this reason, the role of the adult is not to control the child, entertain the child, rush the child, or constantly correct the child. The role of the adult is to prepare an environment in which the child can slowly build independence, confidence, responsibility, self-awareness, emotional regulation, and respect for others. This requires adults to be both warm and clear. Children need adults who can offer affection without overindulgence, freedom without chaos, boundaries without harshness, and guidance without shame.

A child feels safest when the adults around them are predictable and aligned. When the expectations at home and school are completely different, or when one adult holds a boundary and another adult removes it, the child experiences confusion. This confusion often shows up as resistance, testing, anxiety, emotional outbursts, or difficulty settling. From the child's perspective, consistency is not rigidity. Consistency is safety. It tells the child, "The adults around me know what they are doing. I can trust them."

The adult's emotional state also matters deeply. Children are highly sensitive to the tone, body language, hurriedness, worry, frustration, and uncertainty of adults. Even when words are calm, children can often sense the emotional atmosphere around them. This is why we request parents and school adults to approach the child with as much calmness, respect, and steadiness as possible, especially during sensitive moments such as separation, toileting, illness, conflict, correction, or transition.

Being respectful towards the child does not mean giving in to everything the child wants. It means seeing the child's dignity even when we are holding a boundary. It means understanding that difficult behaviour is often a sign that the child needs help, not humiliation. It means correcting the child without attacking their sense of self. It

means helping the child understand limits while still feeling loved, safe, and accepted.

The child slowly learns how to relate to themselves and others through the adults around them. When adults are respectful, the child learns respect. When adults are clear, the child learns clarity. When adults repair after mistakes, the child learns repair. When adults hold boundaries without anger or shame, the child learns that limits can be safe. When adults trust the child’s developmental process, the child slowly learns to trust themselves.

This is why the partnership between home and school is so important. We do not expect parents to be perfect, and we do not see parenting as something that must be done without struggle or mistakes. What matters is the willingness to work together, reflect, communicate, and stay aligned in the best interest of the child. When the adults around the child hold the same commitment to safety, respect, rhythm, boundaries, and development, the child receives a strong and secure foundation for growth.

School Working Hours

The school day is structured with the child’s rhythm in mind. Timings are not only administrative arrangements; they help create predictability, emotional security, and a smooth beginning and ending to the child’s day. When children arrive at the right time, they are able to enter the environment calmly, settle into the rhythm of the classroom, and begin their work without feeling rushed, watched, or out of sync with the rest of the group.

Program timings are as follows:

Program	Age Group	Timing
Toddler Program	1 to 3 years	8:30 am to 12:00 noon
Casa Program	3 to 3.5 years	8:30 am to 12:45 pm

Casa Program	3.5 to 5.5 years	8:30 am to 2:45 pm
Elementary Program	5.5 to 12 years	8:30 am to 3:30 pm

Morning drop-off is between 8:15 am and 8:30 am. The school gates will close at 8:30 am. This is followed consistently so that the children inside the environment are not repeatedly disturbed after the work cycle has begun, and so that children who arrive on time can settle into the day with continuity and calm.

If the morning drop-off window is missed, older Casa children (3.5 - 5.5y) and Elementary children may be dropped at school between 12 - 12:15 pm. This mid-day entry is provided as a clear alternative so that the child does not enter the classroom in the middle of an active work cycle or transition in a way that may disturb their own rhythm or the rhythm of the environment.

Physical Development class for Casa and Elementary children will be held every Friday from 5:00 pm to 6:00 pm. We request parents to give importance to these sessions, as physical development is an essential part of the child's overall growth, body awareness, confidence, coordination, and self-expression.

The school will remain closed on all Saturdays and Sundays.

The admin office will function from Monday to Friday, 8:30 am to 5:00 pm. Parents may expect a response within 24 hours, unless it is an emergency. This helps us respond to communication with clarity and care while also protecting the focused work of the school team during the school day.

The holiday list for the academic year will be attached separately.

Attendance, Rhythm, and Regularity

Regular attendance is important for the child's sense of rhythm, belonging, and continuity in the Montessori environment. A child does

not experience school as a series of disconnected days. They slowly build a relationship with the space, the adults, the materials, the other children, the routines, and their own work. This relationship develops through repeated experience. When a child comes to school regularly, they know what to expect, they begin to trust the rhythm of the day, and they are able to enter the environment with greater ease and confidence.

In the Montessori environment, the child's work is meaningful. It may sometimes look simple from the outside, but the child is building concentration, coordination, independence, order, language, movement, social awareness, emotional regulation, and a sense of self through repeated engagement. Long or frequent breaks can interrupt this inner process. From the child's perspective, returning after repeated absences can feel like entering a space that has moved ahead without them. They may need to rebuild comfort, reconnect with the guide, re-enter the classroom rhythm, and find their place again within the group.

When we emphasise regular attendance, it is not from a place of compulsion or pressure. It comes from our respect for the child's work and our understanding of how development happens through consistency. We request parents to take the child's school life seriously and support regular attendance as far as possible. Short, occasional leaves may be manageable, but long or frequent absences during school working days can affect the child's rhythm, progress, comfort, and emotional connection with the environment.

For new children, especially in the Toddler and Casa programs, the first two months are a crucial settling period. During this time, the child is not only getting used to a new physical space. They are learning to separate from home, trust new adults, understand new routines, orient themselves in the environment, and slowly feel that school is a safe and familiar place. Planned leaves or vacations during this phase can significantly interrupt the settling process. Unplanned sick leave is completely understandable, but we strongly request

parents to avoid planned absences during the first two months after the child joins.

In general, we request parents to avoid planning long vacations during school working days. If there are unavoidable situations, parents are requested to inform the respective guide in advance. Sick leave should be communicated on the same day before 8:30 am. If a child's attendance is consistently low, the school will schedule a meeting with parents to understand the reasons, discuss how it may be affecting the child, and work together on how best to support the child going forward.

Arrival, Separation, and Departure

Morning arrival is not only a logistical routine. For the child, it is an emotional transition from home into the school environment. A calm, predictable, and timely arrival helps the child feel secure as they enter the day. When a child arrives within the expected window, they are received by the adult at the entrance, they have time to settle into the rhythm of the environment, and they can begin their work without feeling rushed, watched, or separate from the rest of the group.

Children must be dropped off between 8:15 am and 8:30 am and handed over to the adult receiving them at the entrance. The school gates will close at 8:30 am. This is followed consistently not as a punishment, but to protect the rhythm of the children who have already entered the environment and begun their day. Once the work cycle has started, repeated late arrivals can disturb the child who is entering late as well as the children who are already settled. For this reason, we request parents to treat the morning arrival time with seriousness and consistency.

For Toddler and Casa children, communication regarding late arrivals will be directed to parents, as the responsibility for timely arrival rests with the adult. For Elementary children, we will also speak directly with the child about the importance of arriving on time, because they are at an age where they can slowly begin to understand

responsibility, rhythm, and respect for the group environment. If late arrivals continue despite repeated conversations, a consequence may be implemented where the child will be able to enter school only at 12:00 noon. This is not intended as punishment, but as a clear and consistent boundary to help the child and family understand that morning rhythm matters.

Goodbyes at drop-off should be brief, calm, and confident. From the child's perspective, the adult's emotional state matters deeply during separation. When the parent lingers, repeatedly returns, shows anxiety, or stays outside the premises, the child may experience the separation as unsafe or incomplete. A calm goodbye communicates to the child, *"You are safe here. I trust the school. I will come back for you."* This helps the child slowly internalize trust in the environment and in the adults who are receiving them.

Once the child is handed over, parents are expected to leave the premises and return only at the designated pick-up time. The school team will take over and support the child through the transition and the rest of the day. We request that parents trust the school's process and routines in this regard. If a child is finding it very difficult to separate and the parent is unable to leave, the parent may be requested to take the child back home and bring them again the next day. This decision is not taken lightly. It is used only when the separation has become too difficult for the child to settle into safely on that day, and when prolonging the moment may increase the child's distress.

Early pick-up is generally not encouraged during school hours, as it interrupts the child's rhythm and the continuity of their day. For Upper Casa and Elementary children, if early pick-up is necessary, it can be done only during lunchtime at 12:00 noon. Parents are required to inform the respective guide in the morning via WhatsApp if they plan to pick up their child at this time. In case of emergencies, parents may contact Ms. Seetha or the school number, and the child will be sent accordingly during school hours.

Planned leaves must be informed to the respective guides in advance. Sick leave should be communicated on the same day before 8:30 am. If parents have any concerns regarding their child, they may request a meeting to discuss them. We request that detailed conversations are not brought up during drop-off or pick-up times, as these are transition moments for the child and safety moments for the school team. We also do not discuss a child in their presence, as adult concerns, interpretations, or worries can burden the child emotionally and affect their sense of safety.

Pick-up, Authorized Adults, and Child Safety

Pick-up is one of the most important safety moments in the school day. For the child, the end of the school day should feel predictable, secure, and emotionally clear. A child must always know that they will be handed over only to an adult who is known, authorised, and verified by the school. This is not a matter of convenience or flexibility; it is a non-negotiable part of protecting the child's physical safety, emotional security, and trust in the adults around them.

Parents are required to share a list of authorised pick-up persons with the school via email, along with their photographs. The child will be handed over only to the people who have been formally authorised by the parent and verified by the school. If there is any change in the pick-up person on a particular day, parents must inform the respective guide and send an email in the morning to hello@trustthechild.com with the photograph of the person who will be picking up the child. WhatsApp communication alone will not be considered sufficient for authorising a new pick-up person.

If the child is not already aware of the change in pick-up person, the school will contact the parent at the time of pick-up and request the parent to directly inform the child. From the child's perspective, suddenly being handed over to an unexpected adult can feel confusing or unsafe, even if the adult is known to the family. The child has a right to understand what is happening to them and who they are going with. For this reason, the child will be handed over only

after the school has received the email and photograph, the parent has directly informed the child when necessary, and the school is fully satisfied with the verification.

If the required email and photograph are not received, or if the parent is unavailable to confirm with the child when required, the child will not be handed over. We understand that this may sometimes feel inconvenient for adults, but our responsibility is first and foremost to the child's safety. In matters of pick-up, we will always choose caution, verification, and clarity over speed or convenience.

If a child is being picked up by a driver or auto-rickshaw, the parent must personally introduce the driver to the school team. A photograph of the driver and a copy of their driving license must be shared with the school via email. The driver must come inside the school premises to pick up the child. Children will not be sent outside the premises to find or identify a driver or vehicle on their own.

We request that the same driver continues regularly as far as possible. Frequent changes in drivers are not permitted, as consistency is important for the child's safety and sense of predictability. When the child repeatedly sees the same known adult at pick-up, they develop familiarity and confidence. When adults keep changing without clear preparation, the child may feel uncertain, and the school's ability to verify safety is also affected.

These procedures are followed to ensure that every child is always handed over only to a known and authorised adult. The safety of children is our highest priority, and this is non-negotiable.

Clothing, Body Comfort, and Independence

Our approach to clothing is not based on strict rules, appearance, or uniformity. We look at clothing from the child's perspective. The clothes a child wears directly affect how freely they can move, how confidently they can participate, how independently they can use the toilet, how safely they can climb or run, and how comfortable they

feel in their own body throughout the school day. For this reason, we request parents to send children in clothing that supports comfort, movement, independence, and respect for the child's body.

For Toddler and Casa children, clothing plays an especially important role in the development of independence. At this age, children are learning to walk, run, climb, sit, squat, use the toilet, change clothes, wash hands, and care for themselves in small but meaningful ways. Clothing that is difficult to remove, too tight, too loose, too decorative, or restrictive can make the child unnecessarily dependent on adults and can sometimes create frustration, accidents, or discomfort. A child who is able to manage their clothing with minimal help experiences a growing sense of competence: "I can do this myself."

Children in the Toddler and Casa environments are expected to be diaper-free inside the classroom and should be able to manage their clothing with minimal assistance. We request parents to avoid frilly frocks, skirts, jeans, jumpsuits, rompers, or any clothing that restricts movement or makes it difficult for the child to change independently. Comfortable options such as shorts, track pants, and t-shirts are preferred for all children. The intention is not to limit the child's expression, but to make sure that clothing supports the child's actual developmental needs during the school day.

Footwear should be simple, safe, and easy for the child to wear independently. Velcro or slip-on footwear is preferred. Footwear that is difficult to remove or wear can interfere with the child's independence and may also affect safe movement. We also request that children do not wear gold chains, bangles, or accessories to school. Earrings are acceptable. This is to avoid distraction, discomfort, breakage, loss, or safety concerns during movement and play. Please also avoid sending children in loungewear or homewear, as school is a prepared environment and the child benefits from clothing that helps them enter the day with readiness and dignity.

Toddler and Casa children must bring a change of clothes every day. Soiled clothes will be sent back home. If a spare set is not provided, the school will provide one when needed, and the cost will be shared with the parent. A spare set of clothes is important not only for practical reasons, but also for the child's emotional comfort. When accidents, spills, water work, or toileting situations happen, the child should be able to return to the day feeling clean, comfortable, and cared for without unnecessary embarrassment or distress.

For Elementary children, the focus continues to be on comfort, independence, body awareness, and respect for their own body. Children may wear comfortable clothing such as shorts, track pants, t-shirts, or shirts. Girls may wear frocks, skirts, or pants; however, we request that shorts are worn underneath skirts or frocks. This guideline is not based on shame or restriction. It is to support the child's comfort, freedom of movement, and body boundaries during sitting, running, climbing, physical activity, and everyday interaction in the environment.

As children grow, they are also developing a deeper awareness of their own body and the bodies of others. We want children to feel comfortable, confident, and free in their movement, while also slowly learning that their body deserves respect, privacy, and care. Clothing that allows the child to move fully while also supporting body boundaries helps the child participate without self-consciousness or discomfort. This is part of helping children develop a healthy and respectful relationship with their own body.

Elementary children should also wear footwear that supports independence and safe movement. Gold chains, bangles, and accessories are not permitted, and loungewear or homewear should be avoided. Elementary children are required to carry a spare set of clothes in their bag every day, as they may need it after physical activity, water-related work, spills, accidents, or any situation where changing clothes becomes necessary for their comfort and dignity.

Food, Nourishment, and Mealtimes

We believe that food is closely connected to the child's body, family culture, independence, and sense of care. Every family has its own food practices, preferences, and values, and we respect this. Keeping this in mind, we do not impose restrictions on what children bring to school. Children may bring food that aligns with their family's preferences, whether vegetarian, non-vegetarian, or any specific dietary practice followed at home.

At school, mealtimes are not treated only as breaks between activities. They are also important moments in the child's development. During mealtimes, children learn to sit together, serve themselves when appropriate, open and close containers, use their hands or cutlery with care, notice hunger and fullness, clean up after themselves, and participate in a shared social experience. These everyday acts help the child develop independence, body awareness, coordination, order, responsibility, and respect for food.

For Toddler children, parents are required to send a water bottle and a simple snack. The snack can be something light, such as fruit or nuts, as children will have an early lunch at school from 11:15am - 12pm. Lunch will be provided at school, as meal preparation is a part of the toddler program. This allows children to experience food not only as something that is served to them, but also as something connected to preparation, care, participation, and community.

For Casa and Elementary children, snack will be provided at school. Children are required to bring a water bottle, lunch, and a napkin every day. Lunchtime is from 12 - 12:45pm. We request parents to send food that is nourishing and suitable for the child to eat independently. Food that the child can manage comfortably helps them feel capable and settled during mealtimes, without unnecessary dependence on adults.

We request parents to be mindful of quantity, packaging, and ease of eating. Containers should be simple for the child to open and close,

and the food should be packed in a way that allows the child to eat with comfort, independence and dignity. From the child's perspective, mealtime should not become a moment of struggle, embarrassment, or dependence. It should be a calm and nourishing part of the day where the child feels cared for, capable, and connected.

Birthday Celebrations

Children are welcome to celebrate their birthdays at school in a simple, warm, and joyful manner. A birthday is a meaningful moment in the child's life, and we want the child to experience it as a moment of belonging within the school community. At school, the focus of a birthday celebration is not on performance, display, gifts, decoration, or comparison. The focus is on the child feeling seen, loved, and celebrated in a way that is calm, inclusive, and emotionally safe.

Children may choose to share sweets, fruits, or snacks with their classmates and the school community. This is completely optional. A child is free to bring something to share, and a child is also free not to bring anything at all. We do not want birthdays to become a source of pressure for the child or the family. From the child's perspective, a birthday should not become a moment where their worth is measured by what they bring, how much they distribute, or how elaborate the celebration is. It should remain a simple experience of joy, togetherness, and connection.

Birthdays at school are celebrated by singing together and sharing food as a group. We follow a no cake-cutting and no gift exchange policy within the school. This helps us protect the simplicity of the celebration and prevents comparison, expectation, exclusion, or material focus among children. When gifts are exchanged in a group setting, some children may feel left out, some may compare, and some may begin to associate celebration with receiving or giving things. By keeping school celebrations simple, we help children experience birthdays as relational moments rather than material events.

Parents are welcome to organise separate celebrations outside of school and may invite other children, parents, or staff as they wish. The school does not place any restrictions on celebrations outside the school environment. Within school, however, we will continue to hold birthday celebrations in a way that supports emotional safety, simplicity, inclusion, and shared joy.

Our intention is to create a space where birthdays are experienced as a moment of connection and belonging. We want every child to feel that they can be celebrated without pressure, comparison, or expectation, and that joy can be simple, warm, and shared.

Health, Rest, and Well-being

A child's health and well-being are central to their ability to participate meaningfully in the school environment. When a child is unwell, their body is asking for rest, care, and recovery. School requires physical energy, emotional capacity, social interaction, movement, concentration, and the ability to manage transitions through the day. An unwell child may find all of this difficult, even if they are not able to express it clearly. For this reason, children who are unwell should be kept at home so they can rest and recover fully.

Keeping an unwell child at home is also an act of care towards the larger school community. Children share space, materials, food routines, movement areas, and close relationships with one another. When a child comes to school while unwell, it may affect not only their own recovery, but also the health and well-being of other children and adults in the environment. We request parents to make this decision with sensitivity and responsibility.

Parents are requested to inform the school if their child is unwell and will be absent due to illness. If a child becomes unwell during school hours, parents will be informed immediately and appropriate care will be taken until the child is picked up. Parents may be requested to pick up the child at the earliest. From the child's perspective, being unwell in a group environment can feel overwhelming, uncomfortable,

and emotionally difficult. Returning home to rest in the care of the family may be the most supportive response for the child.

In case of an emergency, if a parent is unavailable, the child will be taken to the nearest hospital, Kamakshi Memorial Hospital, and parents will be informed at the earliest. This procedure is followed to ensure that the child receives timely medical attention when needed.

We request all parents to keep the school informed about any allergies, medical conditions, or health concerns their child may have, such as seizures, wheezing, or any other condition that may require attention. Necessary medical records, doctor's prescriptions, and any required medication must be shared with the school in advance. Parents are also requested to keep this information updated regularly. Accurate and updated health information helps us respond to the child with care, confidence, and responsibility, especially in moments where the child may not be able to communicate their needs clearly.

Our intention is to protect the child's body, comfort, dignity, and safety while also maintaining a healthy environment for all children and adults in the school community.

Communication Between Home and School

Clear and respectful communication between home and school is essential for supporting the child well. When the adults around the child communicate with clarity, calmness, and trust, the child benefits from a more stable and emotionally safe environment. Adult communication should protect the child, not burden the child. For this reason, we request that all concerns, questions, observations, feedback, reports, and discussions about the child are handled directly between the adults, at an appropriate time and in an appropriate way.

Each family is requested to identify one primary point of contact for communication with the school. While both parents will be added to the WhatsApp group after enrolment, all official communication from

the school will be directed to the designated parent. This helps avoid confusion, duplication, missed information, or mixed responses. From the child's perspective, clarity between adults matters. When communication is scattered or inconsistent, it can affect the way decisions are taken and the way the child is supported. A clear communication channel helps the school and family respond to the child with greater consistency.

The school team will communicate with the identified parent regarding all matters related to the child. Parents are requested to engage with the school team in a calm and respectful manner. If there are any questions, concerns, or difficulties, parents are always welcome to reach out to Ms. Seetha or the respective guide. The team will respond and, where needed, schedule a meeting at an appropriate time to discuss the matter in detail. Whenever required, the school will also initiate communication and set up meetings with parents.

We request parents not to bring up detailed concerns during drop-off or pick-up times. These are transition and safety moments for the children and the school team. They are not suitable for deeper conversations about the child. More importantly, we do not discuss the child in their presence. When adults speak about the child's difficulties, behaviour, progress, struggles, or concerns in front of the child, the child may feel watched, judged, exposed, confused, or burdened. Even when adults do not intend harm, the child may internalize these conversations in ways that affect their sense of safety and self-worth.

We use Transparent Classroom (<https://www.transparentclassroom.com/>) to share updates about the child's work and experiences in school. These updates are shared regularly via email and are intended to give parents a window into the child's day. They help parents understand what the child is engaging with in the environment and how the child's work is unfolding over time. However, we request parents not to use these updates as a basis to question, test, probe, correct, or direct the child's work at

home. The updates are meant for the parent's understanding and are not to be discussed or reviewed with the child.

From the child's perspective, school work belongs to the child's own experience. When adults turn school updates into questions such as "What did you do?", "Why didn't you finish this?", "Why did you choose that?", or "Show me how you did it," the child may begin to feel observed, evaluated, or pressured. This can affect the child's natural relationship with their work. We want the child to feel free to share their school experiences at their own pace, in their own way, without feeling that every experience must be explained or performed for adults.

All communication from the school, including meetings and academic reports, is intended for the parents. We request that these are not discussed with the child. If parents have any questions regarding Transparent Classroom updates, reports, observations, or any aspect of the child's progress, they are welcome to reach out to the respective guide for clarification. A detailed academic report will be shared once a year, and parents are always welcome to request a meeting at any point during the year if they would like to discuss their child's progress or any concerns.

Our intention is to create a communication culture where parents and the school can work together with openness, respect, and trust, while protecting the child's dignity and emotional safety at all times.

Boundaries, Emotional Safety, and Consequences

At TrustTheChild Montessori School, we believe that children are allowed to feel all their feelings. Anger, sadness, frustration, fear, disappointment, jealousy, excitement, and overwhelm are all part of the child's emotional life. We do not shame children for having big feelings, and we do not expect them to already know how to manage every emotion in a mature way. Emotional regulation is something children slowly develop with the help of calm, clear, and caring adults.

At the same time, emotional safety also requires clear boundaries. In our school, we hold three important boundaries for every child: a child may not harm themselves, a child may not harm others physically or verbally, and a child may not harm the environment, including materials, furniture, plants, or any part of the school space. These boundaries are non-negotiable because every child has the right to feel safe in the environment. Freedom is possible only when the child knows that their body, the bodies of others, and the shared environment will be protected.

When a child crosses one of these boundaries, our first response is not punishment. Our first response is to understand what is happening for the child and to help the child return to safety. We speak to the child calmly and clearly. We let them know that harming themselves, others, or the environment is not acceptable. We help them name what they may be feeling, find safer ways to express their emotions, and understand the impact of their actions. We co-regulate with the child until they are slowly able to regulate their emotions with greater independence.

From the child's perspective, a boundary should not feel like rejection. A boundary should feel like safety. The child should be able to experience that the adult is not against them, but is also not allowing harm. This is why we try to connect before correcting, while still holding the limit clearly. We want the child to understand, "My feelings are allowed, but harmful behaviour is not allowed. The adults will help me, but they will also keep everyone safe."

In some situations, a child may be unable to regulate their emotions within the school environment and may continue to harm themselves, others, or the environment. In such cases, the child may be sent home for the day as a consequence. This is not a punishment. It is a safety-based pause. The child will be told, in a calm and respectful way, that they are finding it difficult to handle their emotions safely in the school environment at that moment, and that they need to go home for the day to calm down in the safety of their home.

When such an incident occurs, the school will call the parent and request that the child be picked up. We ask parents to cooperate with the school in these moments and to receive the child without scolding, shaming, threatening, or reprimanding them. The child already knows that something difficult has happened. What they need after such a moment is not more fear or humiliation, but a calm adult presence that helps them return to safety, reflect slowly, and repair when they are ready.

This does not mean that the behaviour is ignored. It means that correction happens without attacking the child's dignity. Children are still learning how to manage their bodies, impulses, words, and emotions. They need adults who can be patient and emotionally supportive while also being clear that harm is not acceptable. Our aim is not to make the child feel bad about themselves, but to help the child slowly develop inner regulation, responsibility, empathy, and respect for the community.

We request parents to trust and support this process. When home and school respond in a calm, consistent, and non-punitive way, the child is more likely to internalize the boundary safely. They begin to learn that big feelings can be held, harm can be stopped, mistakes can be repaired, and adults can remain trustworthy even in difficult moments.

Classroom Functioning and Settling-in Process

Every classroom at TrustTheChild Montessori School is prepared with care for the developmental needs of the children in that age group. The routines, adult roles, communication systems, and transition processes are all designed to help the child feel safe, oriented, and gradually independent within the environment. When a child enters a new classroom, especially in the Toddler and Casa years, they are not only entering a new physical space. They are also learning to separate from home, trust new adults, understand new routines, relate to other children, and slowly feel that this environment also belongs to them.

For this reason, we do not rush the settling-in process. Some children settle quickly, while others need more time, repetition, reassurance, and consistency. From the child's perspective, settling is not simply about "not crying." A child may stop crying but still be unsure inside, or a child may cry and still be slowly building trust. Our aim is not to force quick separation, but to help the child develop a real sense of safety and belonging in the school environment. This requires patience, consistency, and trust between the family and the school.

Before a child enters a new environment, the school will communicate the specific transition plan to the parent. This may include the child's initial timings, the role of the parent during the first few days, the expected rhythm of separation, and the point of contact for communication. These details may vary depending on the program, the child's age, and the child's transition needs. When the adults are clear about what to expect and how the transition will be held, the child experiences greater emotional safety.

Toddler Program

The Toddler environment is guided by Ms. Seetha Lakshmi, who will also be the point of contact for all communication related to the Toddler program. In the Toddler program, parents can expect a settling period of approximately four to six weeks before the child is completely settled into the environment and ready for regular drop-off and pick-up. This timeline may vary from child to child.

At this age, the child is still developing trust, language, body awareness, toileting independence, movement confidence, and emotional regulation. A gradual and respectful transition helps the child feel that school is a safe extension of their world, not a sudden separation from home. The pace of settling will be guided by the child's readiness, while also maintaining the structure and boundaries needed for the child to slowly adapt to the school environment.

Casa Program

The Casa environment is guided by Ms. Divya Balakrishnan. Any leave or late arrivals should be communicated to Ms. Divya. For any doubts, concerns, or clarifications, parents may reach out to Ms. Seetha.

For new Casa children, the school will usually begin with a gradual entry process. This may include shorter timings in the beginning and a slow movement towards the regular school day. This gradual entry is designed to help the child become familiar with the environment without being overwhelmed. A shorter first exposure allows the child to experience the classroom, the guide, the other children, and the rhythm of the space in a manageable way. As the child's comfort increases, the duration is slowly extended.

From the child's perspective, this helps build trust step by step rather than expecting immediate adjustment. The child is given time to understand, "This is my school. These adults are safe. I know what happens here. I know that my parent will come back." This inner trust is what allows the child to separate more peacefully and participate more fully in the environment.

Elementary Program

The Elementary environment is guided by Ms. Preethi. Any leave or late arrivals should be communicated to Ms. Preethi. For any doubts, concerns, or clarifications, parents may reach out to Ms. Seetha.

Elementary children are developmentally more capable of understanding routines, expectations, group functioning, and longer school hours. However, they too need emotional clarity, respectful orientation, and time to understand the culture of the environment. The adults around them will help them understand the rhythm of the classroom, the responsibilities of being part of the community, and the expectations around work, movement, communication, and relationships.

Across all programs, we request parents to trust the settling-in process and avoid comparing their child's transition with another child's. Each child comes with their own temperament, previous experiences, attachment patterns, developmental stage, and emotional needs. Our responsibility is to support each child with respect, patience, and clarity so that they can enter the school environment not through pressure, but through growing trust.

Expectations from Parents

At TrustTheChild Montessori School, we believe that the child's development is supported most deeply when home and school work together with trust, clarity, and consistency. The school can prepare the environment, observe the child, guide their work, hold boundaries, and support their growth, but the child does not experience school and home as two separate worlds. For the child, both are part of one life. When the adults in these spaces are aligned, respectful, and willing to work together, the child receives a stronger sense of emotional safety, continuity, and support.

Our expectations from parents are not meant to place pressure on families or create unnecessary demands. They come from our understanding that the child's growth is shaped by the whole environment around them. A child benefits when parents attend important conversations, understand the school's approach, respond with openness to observations, maintain consistency at home where needed, and communicate significant changes in the child's life. These adult actions may seem practical, but from the child's perspective, they create a more secure and predictable circle of care.

Parent Support Programs

The school conducts six parent support programs across the year, spaced out thoughtfully. These sessions are designed to help parents understand the child's development, the Montessori approach,

emotional safety, independence, boundaries, and the ways in which the home environment can support the child's growth.

We request parents to attend these sessions as far as possible. If a parent is unable to attend, we request them to inform us and go through the shared recording. These programs are not simply informational sessions; they are part of building a shared understanding between home and school so that the child is supported with greater awareness.

Parent Meetings and Academic Reports

We conduct one detailed academic report meeting every year, and we request both parents to attend this meeting. The purpose of this meeting is not only to review academic progress, but to look at the child more fully — their independence, concentration, social development, emotional growth, relationship with the environment, strengths, challenges, and next steps.

If the school requests a meeting at any point during the year, we ask that parents attend and take it seriously, as such meetings are scheduled only when we feel that a conversation is necessary to support the child better.

Consistency in Toileting and Independence

In areas such as toileting, especially for Toddler and Casa children, we request parents to work alongside the school and maintain consistency at home. Toileting is not only a practical milestone. It is connected to the child's body awareness, independence, dignity, rhythm, and confidence.

When home and school follow completely different approaches, the child may become confused or dependent. When both environments work together calmly and consistently, the child is able to develop independence with greater ease and emotional security.

Keeping the School Informed

Parents are requested to keep the school informed about any major events that may affect the child. This may include changes at home, illness, loss, separation, relocation, travel, the arrival of a new sibling, changes in caregivers, or any other significant situation.

Children may not always be able to explain what they are feeling, but changes in their life often show up in their behaviour, sleep, appetite, separation, play, work, or emotional responses. When the school is informed, we are able to observe the child with greater sensitivity and support them with more understanding and care.

Informing the School About Transitions

If there are plans for relocation, change of city, or transition out of the school, parents are requested to inform the school in advance. Transitions are significant for children, even when adults see them as practical decisions.

Advance communication allows us to support the child emotionally, help them understand the change in an age-appropriate way, and give them a sense of closure with the environment, adults, and children they have been connected to.

Homework and Conversations About School Work

No homework will be given by the school. We request parents not to question, test, or evaluate the child about their work at school. The child's work in the Montessori environment belongs to the child's inner process.

When adults question or test the child at home, the child may begin to experience learning as performance rather than discovery. Instead, we encourage parents to allow the child to share at their own pace and to observe them with openness. If the child wants to talk about school, listen with interest. If the child does not want to talk about school, please respect that as well.

Communication and Respect for Boundaries

We request parents to respect the school team's time and communication boundaries. The admin office functions from Monday to Friday, 8:30 am to 5:00 pm, and parents may expect a response within 24 hours unless it is an emergency.

This helps us respond thoughtfully and clearly, while also protecting the focused work of the school team during the school day. Respectful communication between adults is an important part of the child's environment, even when the child is not directly present in the conversation.

Participation in Holistic Development Programs

The school offers various programs that support children's physical, emotional, social, and cognitive development, including physical development sessions and parent-oriented spaces. We request parents to give importance to these programs and ensure that children attend regularly where applicable.

Holistic development does not happen only through academic work. The child's body, emotions, relationships, movement, confidence, and self-expression are all important parts of their growth.

Receiving Feedback with Openness

When the school shares observations, suggestions, or feedback, we request parents to receive them with openness and work along with us in supporting the child. Feedback is not given to label the child or judge the parent. It is shared so that we can understand the child more clearly and respond with greater care.

Sometimes the conversation may be about the child's strengths, and sometimes it may be about areas where the child needs more support. In both cases, the intention is the same — to serve the child's development.

Working Together for the Child

Together, with mutual trust, respectful communication, and consistency, we can create a meaningful and supportive environment for every child. When the adults around the child are willing to stay aligned, reflective, and committed to the child's well-being, the child receives one of the greatest gifts we can offer: a steady, emotionally safe circle of adults who are working together in their best interest.

Meet the Team

At TrustTheChild Montessori School, the adults in the environment are an important part of the child's experience. Children are not shaped only by the materials, routines, and spaces around them. They are also deeply shaped by the presence of the adults who observe them, guide them, hold boundaries for them, comfort them, trust them, and support their growth every day.

This section introduces the members of our team not only through their roles, but through the heart behind their work. Each adult brings their own journey, sensitivity, and commitment to the child. As you read their words, we hope you get a glimpse of what drives their work and the kind of presence they hope to offer your child.



Ms. Seetha Lakshmi

Co-Founder, Toddler Directress & Play Therapist

I am a mother, and the journey of TrustTheChild began when my daughter was three years old. I was searching for a school where I could leave her knowing she would be emotionally safe, respected, and truly seen. When I could not find a place that aligned with what I deeply felt children needed, that experience became the seed for TTC. We started TrustTheChild with a simple vision: to create a safe space for children, because learning can happen only when children feel safe, trusted, accepted, respected, and that they truly belong.

While I hold many roles at TTC, my heart and soul lie in the toddler environment. I work with children as young as one year old and have the privilege of being one of the first adults they meet outside their family. I deeply believe that even very young children are capable,

sensitive, and deserving of respect. The first three years of life are incredibly significant, and I carry the responsibility of supporting children during this stage with great care.

Every day, I witness toddlers' immense drive to communicate, connect, learn, and become independent. They are often underestimated because of their age, but they constantly show us how capable they are when given trust and opportunity. Children are very precious to me, and I want them to feel safe, accepted, valued, respected, and loved in my presence. What moves me most is not only their growing independence, but their developing self-awareness, body autonomy, and emotional confidence. Working with children is not simply my profession; it is where my heart is."



Mr. Amrit Anandh

Co-Founder & Play Therapist

"I deeply believe that children come into the world with an inner wisdom, a natural connection to life, and an intuitive sense of what they need for their own growth. Every child carries a unique path within them. As adults, our role is not to impose our own agenda on the

child, but to observe deeply, understand respectfully, and support the unfolding of that inner path with care.

My conviction to create an emotionally safe and empowering space for children comes also from my own difficult experiences of schooling. I know how deeply an unsafe environment can affect a child's spirit, confidence, and relationship with learning. This is why emotional safety is at the heart of my work with children.

I strongly believe that the relationship between the child and the guide forms the foundation of education. A child becomes truly open to learning only when they feel safe, respected, and connected. Growth

begins after safety. When the child feels secure in the relationship, their curiosity, confidence, independence, and love for learning can naturally emerge.

In the school environment, I hope my presence helps children feel calm, safe, seen, and connected. I see my role as being a mirror for the child, with as little adult agenda as possible, so that the child can become more aware of themselves, trust their own inner direction, and grow into who they are meant to become.”



Ms. Preethi S.

Elementary Directress

“I choose to work with children because I genuinely enjoy being with them and learning alongside them. I believe that every child is unique, capable, and develops at their own pace. My goal is to be a patient, respectful, and supportive adult in each child's environment, guiding them with kindness, understanding, and encouragement.

I strive to create a learning environment where children feel safe, happy, valued, and respected. I believe that positive relationships and a sense of belonging help children develop confidence and a love of learning.

The phrase ‘Trust The Child’ means believing in each child's ability to learn, grow, and make discoveries through their own experiences. It reminds me to observe carefully, provide support when needed, and give children the freedom and opportunities to develop independence, confidence, and resilience. By trusting children and respecting their individual journeys, I hope to help them reach their full potential.”



Ms. Divya Balakrishnan

Casa Directress

"I am a mother of three children and an electronics engineer turned Montessori educator. Of all the roles I have trained for, working with children has been the most meaningful, allowing me to touch lives at such an important and formative age, and contribute, in a small way, to a lifelong journey of learning and discovery."

I believe that children come with an incredible capacity for connection: to nature, to people, to emotions, and to whatever else lies at the foundation of our human existence. As they grow, their experiences and environment help shape their personality, values, and worldview. Nature and nurture come together in beautiful and unique ways, and it is a privilege to witness that unfolding. In my work, I hope to be an adult whom children can trust and turn to with confidence. I hope to guide them in building essential life skills while protecting their curiosity, instincts, and inner light.

Above all, I want children to feel seen, heard, safe, uplifted, and inspired. I want them to know that they are valued as they are. One of the most meaningful aspects of working with children is trusting the process and watching them bloom through their many inner conquests. There is something fascinating and humbling about witnessing a child gain confidence, master a challenge, or discover a new part of themselves. The thoughtful, surprising, and often hilarious conversations I get to have with little humans are a definite bonus.

I also suspect there are very few professions where "cuteness overload" can genuinely be considered an occupational hazard! 'Trust

The Child’ reminds me to stay within my role: to prepare an environment where children can thrive, guide them with care and respect, and then step back to allow growth to unfold. I often think of myself as a gardener who prepares the soil, plants the sapling, waters, and waits. The growing belongs to the child. My task then is to simply Trust The Child.



Ms. Sharon

Toddler Guide

I believe that every child is capable, competent, and full of potential. During my years of working with children at TTC, I have learned that children grow best when they are respected, listened to, and given the time and space to explore, make choices, and learn at their own pace.

In my daily work, trusting the child means allowing them to express their thoughts and feelings, solve problems, make decisions, and learn from their own experiences. Instead of doing things for them, I see my role as supporting and guiding them while continuing to believe in their abilities.

Over the years, I have seen children surprise us with their creativity, independence, curiosity, and resilience when they are given the right environment and trust in their abilities. This core belief has helped me build meaningful relationships with children and understand that learning is a journey led by the child, with adults as facilitators and supporters.

For me, ‘Trust The Child’ is not just a school philosophy. It is a mindset that reminds me every day to respect each child’s unique development, celebrate their strengths, and believe deeply in their potential.



Ms. Sharmilee

Montessori Art Guide

"I believe children are naturally creative beings, carrying unique intelligence, wisdom, and imagination within them. Every child has their own way of seeing the world, and art gives them a beautiful space to bring that inner world outward."

As an art guide, I see art not just as an activity or skill, but as a language through which children explore, express, question, process, and make meaning of their experiences.

In my work with children, I hope to offer a safe and respectful space where they can be fully themselves. I want children to feel free to create without fear of judgment, comparison, or the pressure to produce something "perfect." When a child is trusted with materials, time, and freedom, their curiosity begins to lead the process. They discover not only colours, lines, textures, and forms, but also their own choices, feelings, ideas, and confidence.

For me, 'Trust The Child' is at the heart of this work. It reminds me to listen deeply, observe carefully, and honour each child's unique unfolding. My role is not to impose my idea of what their art should become, but to support their process with presence, encouragement, and respect. Through art, I feel privileged to accompany children in their journey of discovery, self-expression, and creative growth."



Dr. Boaz, PT.

Child Physiotherapist - Physical
Development Guide

“I deeply believe that children are pure-hearted beings who carry hope, joy, resilience, and immense potential within them. In my work as a physiotherapist, I see this through their natural desire to move, explore, and grow. Every small step forward — whether in strength, posture, coordination, balance, or mobility — reflects the child’s inner spirit and capacity for development.

I want to be a trusted, approachable, and encouraging adult in the child’s environment. My role is to help children experience physical challenges as achievable, and to support them through exercises and activities that build strength, flexibility, confidence, and motor skills. I hope children feel safe, valued, and understood while working with me, and that therapy feels not like pressure, but like play, exploration, and growth.

For me, working with children in physiotherapy is not just a profession, but a calling. The most meaningful part of my work is witnessing children achieve milestones that once felt difficult or out of reach. “Trust The Child” means believing in each child’s innate capacity for growth, respecting their pace, and supporting them with patience, encouragement, and consistency as they become stronger, more confident, and more empowered in their own bodies.”



Ms. Meena

Classroom Assistant

"I love working with children, and I love what I do at school every day. For me, this work is more than just a job. Being with children brings me a sense of peace, and over time, I have begun to understand how deeply children need to be treated with care, respect, patience, and gentleness."

My journey at TrustTheChild has changed the way I see children. I have learned that even small everyday interactions matter, and that the way we speak, respond, help, and guide children can affect how safe and confident they feel. I am still learning every day, but I have come to understand that children deserve adults who are calm, kind, and thoughtful in their presence.

The guidance of the team and the energy of the school have helped me grow not only in my work with children, but also in my understanding of myself. I am becoming more aware of my impact on children and the responsibility I carry when I am with them. I feel grateful to be part of an environment where I can continue learning, growing, and supporting children with love and care."

Holiday List AY2026-27

AY2026-27			
Term 1 Starts on June 15, 2026 (Monday)			
September 14	Monday	Vinayagar Chathurthi	1
Term 2 Starts on October 1, 2026 (Thursday)			
October 2	Friday	Gandhi Jayanthi	1
October 19 - 23	Monday - Friday	Pooja Holidays	5
November 9	Monday	Day after Diwali	1
December 21 - January 1		Year-end Holidays	
Term 3 Starts on January 4, 2027 (Monday)			
January 14, 15	Thursday, Friday	Pongal	2
January 26	Tuesday	Republic Day	1
March 10 (Subject to change)	Wednesday	Ramzan	1
Term 3 Last working day on March 25, 2027 (Thursday)			
March 26	Friday	Good Friday	1
March 29, 30, 31	Monday, Tuesday, Wednesday	Academic year-end holidays	3

Continued on the next page...

AY2027-28			
Term 1 Starts on April 1, 2027 (Thursday)			
April 14	Wednesday	Tamil New Year	1
Term 1 Summer Break Starts on April 19, 2027			
Term 1 Resumes on June 14, 2027			

For an updated list, visit - <https://trustthechild.com/holiday-list/>

Closing Note

At TrustTheChild Montessori School, every guideline in this handbook comes from one central commitment: to serve the child with sincerity, respect, and care. Some of the guidelines may seem simple or practical on the surface — arriving on time, attending regularly, dressing comfortably, following pick-up procedures, communicating clearly, attending meetings, or supporting boundaries. But from the child's perspective, these are not small matters. They shape the child's everyday experience of safety, rhythm, independence, trust, and belonging.

We do not expect children to grow through pressure, fear, comparison, or constant correction. We believe children grow best when they are held within an environment that is emotionally safe, developmentally respectful, and consistently guided by calm and trustworthy adults. This requires both freedom and boundaries, warmth and clarity, patience and structure. It also requires the adults around the child to work together with openness, humility, and mutual respect.

Our request to parents is to read this handbook in that spirit. It is not a rulebook created for control, nor is it a list of expectations meant to burden families. It is a shared agreement between home and school so that the child does not have to carry adult confusion, inconsistency, or uncertainty. When the adults around the child are aligned, the child feels more secure. When the adults communicate respectfully, the child feels more protected. When the adults trust the developmental process, the child slowly learns to trust themselves.

We are grateful for the trust you place in us. We hold this responsibility with seriousness and care. Together, we hope to create a school experience where every child feels safe, seen, respected, guided, and free to grow into themselves with confidence and joy.

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TrustTheChild Montessori School

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