



CLAVIS  
INTERNATIONAL  
PRIMARY SCHOOL

PRIMARY YEARS PROGRAMME



Policy Manual

Section 1

# The School

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## 1.1 LEGAL STATUS

**Clavis International Primary School (CIPS)** is a, state registered, private, not-for-profit school registered as a company under the legal name 'PROKID'. Under Ministry of Education and Human Resources, Tertiary Education and Scientific Research regulations, the school is required to renew its Certificate of Registration for Primary Schools every two years.

In accordance with Mauritian law, the school is governed by a board of directors (forthwith 'the Board') which constitutes the legal representative of the school. In the statutes of the association the direction and management of CIPS business, both judicial and non-judicial, is incumbent on the Board.

The Board instructs the administration and staff of CIPS to comply with all current regulations that apply to schools in private ownership as well as the laws governing schools in Mauritius.

## 1.2 GOVERNANCE

There are five members of the Board. They receive no salary or emoluments for their work. The Board meets once a month with the head of school (forthwith the head), with one or more representatives of the accounts department (relating to finance), and, upon request by the Parent Teacher Association, (PTA), with an elected parent representative.

The Board has full control and direction over the affairs of the school, including the appointment of the Head, the setting of fees, the budget, and the physical facilities. Together with the Head, the Board establishes policies, oversees finance and monitors the implementation of the Primary Years Programme of the International Baccalaureate (hence referred to as IB PYP).

See Section 3: Governance and Leadership

## 1.3 SCHOOL ORGANIZATION

The school is organised as follows:

Year level	# classes	Age range of students
Pre-Reception	3	3-4 year olds
Reception	3	4-5 year olds
Year 1	3	5-6 year olds
Year 2	3	6-7 year olds
Year 3	3	7-8 year olds
Year 4	3	8-9 year olds
Year 5	3	9-10 year olds
Year 6	3	10-11 year olds

### 1.3.1 Organization of teaching and learning

From Pre-Reception to Year 2 each class has a teacher and a care educator(teaching assistant). Time allocations for class teaching of the core subjects (language, math, science and social studies), music, visual art and PE, as well as time allocation for ICT, library and assemblies are detailed below.

Year level	# periods French	# periods Music	# periods Visual Art	# periods Swimming/ Term 1 only	# periods Physical Education	# periods Library	# periods ICT lab	#periods for school assemblies
Pre-Reception	NA	1	NA	NA	1	1	NA	NA
Reception	NA	1	NA	1	2	1	NA	NA
Year 1	NA	1	1	1	2	1	1	1
Year 2	4	1	1	1	2	1	1	1
Year 3	4	1	2	1	2	1	2	1
Year 4	4	1	2	1	2	1	2	1
Year 5	4	1	2	1	2	1	2	1
Year 6	4	1	2	1	2	1	2	1

NB. A single subject period is 40 minutes. On average there are 10 periods of single subjects in a school week.

The timetable is planned to provide each class with the blocks of uninterrupted class time needed for sustained inquiry as well as for a balance of learning across the curriculum.

### 1.3.2 Maximum/Target class size

To emphasise the concern for students as individuals with a wide range of language and learning backgrounds and experiences, which is inherent in the school's vision and philosophy, the decision on maximum class size lies with the head and will be submitted for approval to the board.

Decisions regarding class size will balance the educational and safety needs of students with the physical spaces and financial viability. Specifically the following factors will be taken into consideration:

- varying sizes of classrooms
- other facilities and staffing
- the developmental needs of different age levels
- late registering/arrival of international families ( a recognised annual pattern).

Year level	Target #	Rationale
<b>Pre-Reception</b>	16,16,16	3 classes
<b>Reception</b>	18,18,25	classroom sizes
<b>Year 1</b>	20,20,20	3 classes
<b>Year 2</b>	18,23,23	classroom sizes
<b>Year 3</b>	25,25,20	classroom sizes
<b>Year 4</b>	25,25,25	3 classes
<b>Year 5</b>	25,25,25	3 classes
<b>Year 6</b>	25,25,25	3 classes

## 1.4 SCHOOL YEAR, TERMS & WEEK

**The school year:** mid-January to mid-November. A school year consists of approximately 171 days. Mauritian legislation concerning exceptional school closures are taken into account.

**1.4.1 School terms:** There are 3 terms.

Term 1: begins in January and ends with a 3-week holiday in April.

Term 2: begins in April/May and ends with a 4-week holiday in July/August.

Term 3: begins in August and ends mid-November.

There is no half-term break in the first term (due to the number of public holidays). There are 3 day half-term breaks in terms 2 and 3.

**1.4.2 The school week:** is from Monday through Friday.

<u>Students</u>	<u>Teachers</u>
Monday-Thursday: 08:30 to 14:45	Monday-Thursday: 08:30 to 14:45
Friday: 08:30 to 12:30	Three Fridays a month: 08:30 to 14:45 One Friday a month: 08:30 to 12:30
After-school activities (when in session): 1500 to 16:00/16:15hrs	

The school reserves the right to arrange the school day so as to optimize the educational return for the time, within the limitations of facilities and resources.

Daily Breaks:

Monday-Thursday	<b>1<sup>st</sup> Break</b>	10:05 to 10:40
	<b>2<sup>nd</sup> Break</b>	12:00 to 12:35
Friday	<b>Break</b>	10:35 to 11:10

**1.4.3. School Calendar:** The school publishes a calendar in November for the coming school year. The calendar list: days of school; public and school holidays; teacher professional development days; special school events and any other information relevant to the school community.

The school reserves the right to make adjustments/changes to the calendar after publication should a need to do so arise. (For example there may be need to extend term time to make up for lost school days due to cyclones, storms etc.)

## 1.5 EDUCATIONAL CONCEPT

CIPS serves members of the local and expatriate communities in Mauritius, who wish to send their children to an International Baccalaureate World school authorized to offer the Primary Years Programme.

## VISION STATEMENT

Clavis International Primary School offers a balanced, academically challenging, English language education to the community of Mauritius, designed to develop individuals who are both independent learners and international citizens.

- ❑ **Balanced Curriculum** – A curriculum designed to have a balance between the search for understanding, the acquisition of essential knowledge and skills, and the development of positive attitudes through engagement in meaningful and relevant experiences in academic, social, physical and artistic domains.
- ❑ **Academically Challenging** – The content is significant, relevant, rigorous and engaging. The methodology allows for students to work and learn at different levels and speeds while maintaining the development of critical and analytical thinking skills.
- ❑ **Independent Learners** – Independent Learners are those who have acquired the essential knowledge, skills and dispositions for the 21<sup>st</sup> century. Through active engagement with the curriculum, they have achieved enduring intellectual understanding, enabling them to apply their learning flexibly and appropriately in new situations.
- ❑ **International Citizens** – Learners who have explored an international knowledge base from multiple perspectives. They have achieved enduring human understanding, are culturally aware, are open to other people's perspectives and are empathetic to other people's situations.

### Choice of educational programme:

The board and the pedagogical leadership shall ensure that the choice of educational programme as well as school-led curriculum development reflect this concept and supports the underlying values of the school.

### CIPS Mission Statement:

“Clavis wants children to become critical thinkers and active, compassionate, lifelong learners, who have a voice and who are able to make informed choices as internationally-minded citizens of the world.

Clavis seeks to achieve this by providing a challenging, relevant, significant curriculum, with a range of assessments that cover process as well as content.

Our aim is to offer an inclusive, holistic education that values uniqueness in individuals, whilst understanding that other people can also be right.”

The school shall develop and regularly review a mission statement and objectives that are aligned with this concept and will serve to guide the school in all its functions and operations. The process will involve all stakeholders and be communicated effectively to the whole school community.

### The International Baccalaureate Learner Profile:

IB programmes develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet in helping to create a better and more peaceful world. To that end the IB Learner Profile (LP) comprises 10 attributes valued by IB World Schools which guide the school community - the administrators, teachers, support staff, parents and students-, in their working and learning as individuals and groups to become responsible members of local, national and global communities.

Expectations for adult and student behaviour are embedded in the LP and are the school's points of reference in the development of a safe and orderly school environment.

## 1.6 Educational Memberships and Affiliations

The school is an IB World School, authorized since 2002 to offer the Primary Years Programme of the IB. It is also a member of the Association of Mauritian International Schools (AMIS).

The school will maintain membership in other national or international recognized educational associations and organizations which provide the following:

1. educational benefits to students, staff, governance and leadership, through participation in programmes, meetings, conferences, clinics and conventions.
2. access to information about best educational practice, innovations through newsletters, periodicals, advisory and consultant service.
3. representation in actions affecting the CIPS school community and education in general.

## 1.7 ADMISSIONS

### 1.7.1 Policy

The school implements an inclusive programme in accordance with the requirements of the International Baccalaureate's Primary Years Programme. Thus, CIPS is open to all children whom the school considers will benefit from a challenging, international education that is principally taught in English.

All children are eligible for admission if their academic, personal, social, and emotional needs can be met by the school. However, parents need to complete an *Information Sheet* which is given to the Early Year's Facilitator and, if necessary also seen by the PYP Coordinator, to judge whether an assessment is necessary,

The school reserves the right not to accept an applicant whose individual needs cannot be met within the context of the programme or through the support of members of the school's Inclusion Team. To accommodate children with special needs, the nature and degree of the needs and the support required by each individual are evaluated before a child can be offered a place. This requires precise information from the completed *Information Sheet* and the assessment process.

### 1.7.1 Application Process for registration.

CIPS accepts applications for all year levels, Pre-Reception through to Year 6 according to availability of places.

Parents must meet all the school registration requirements before enrolment can be processed. Completion of registration requirements signifies parental agreement to the school's admission policy, procedures and the contractual terms and conditions.

Inquiries regarding admission can be addressed by email or phone to Mrs Christine Tang, the secretary for the Head of School.

There is a non-refundable assessment fee of Rs.1000 for all applicants for Years 2-6

### 1.7.2 Admissions Procedure for Pre-Reception, Reception & Year 1

Families may indicate interest in Pre-Reception, Reception and Year 1 two to three years in advance by completing and returning the *Indication of Interest* form, which can be downloaded from the school's website [www.clavis.mu](http://www.clavis.mu), obtained by e-mail (queries@clavis.mu) or collected directly from the Head's secretary.

In February-March of the year preceding admission the school will contact those families to verify continued interest in a place at the school. Where there is continued interest, they will be requested to complete the *Information Sheet*. Completed applications are processed in chronological order.

There is no formal assessment procedure for children entering these year levels unless such an assessment is deemed necessary after the school has received the *Information Sheet* completed by the parents.

The Head's secretary contacts parents to confirm the offer of a place, or where necessary to set a date for the individual assessment.

### 1.7.3 Admission Procedures for Years 2-6

Families applying for places in Years 2-6 make appointments through the Head's secretary, for an initial meeting with the Head, at which time assessment of the child/children will be arranged.

Testing will establish existing competency in Mathematics, English and/or French. Students for whom English is not the first language may be tested to establish their level to see to what degree they will need EAL (English as an Additional language) support in order to access the curriculum. Once the child/children is/are assessed, parents are informed whether the child/children will be accepted and if there are available places. The school reserves the right to place the child(ren) in the appropriate year group. The school may require additional interviews or testing by the Inclusion Team, prior to acceptance where there is question of whether the school can meet the individual needs, or whether a particular student can be successfully integrated into the school community. Students coming from non-IB PYP schools are not accepted in Year 6 in the term in which Year 6 is preparing the PYP Exhibition – (Currently Term 3)

#### Completion of school application for Pre-Reception to Year 6

Admission will be complete and a place at the school guaranteed only when the Registration Fee has been paid and all the documents detailed in the *Admission Requirements* form have been received.

#### Applications for siblings

Children whose siblings have already been, or are currently in the school, will be given priority for places.

#### 1.7.3 Placement:

The school reserves the right to place students in the most appropriate year level. This decision by the school is based upon careful consideration of the student's age, previous educational history, reports, records, and references. Such decisions are made on the basis of the overall developmental level of the student: physical, social, emotional, and intellectual, not solely on academic ability.

Students arriving from the northern hemisphere will usually be required to do one extra term of a year they have just completed, due to the school's adherence to the southern hemisphere calendar of a January to November, academic year. For example, if a student joined CIPS in August, after



completing Year 2 in the July, they would repeat the third term of Year 2 with us, before moving to Year 3 in the January. Frequently, parents view this as a welcome adjustment period, in which children have time to get used to a new school before beginning a new school year.

#### **1.7.4 Withdrawals**

Parents who intend to withdraw their child/children are required to give the school one month's notice. Reports and Leaving Certificates cannot be released or forwarded to new schools until:-

- the Account's Department has verified all updated payments concerning school fees
- All Library books have been returned in good condition

Refunds of school fees that are paid in advance are related to timely notification that a student will be withdrawn.

#### **1.7.5. Promotion and retention**

Students move up to the next year group with their age cohort at the start of the next school year. In rare instances where the school considers a child needs more time to develop (socially, emotionally and/or intellectually) and might benefit from being with a younger age cohort, the school may recommend that the child stay at the same year level for a second year. In this case the parents are notified by the school during the second term. Discussions take place as to the appropriateness of a possible promotion or retention and the positive and negative points are considered in depth and also whether further testing, beyond which the school can offer, could demonstrate more clearly what precise needs the child has. In the third term, after gathering the necessary data, parents are consulted to assist in the final decision.

The school reserves the right to deny a place for the next year level or indeed at any level to a student whose behaviour consistently disturbs the learning environment, despite actions that may have been taken, which threatens the safety and well-being of other students. Similarly, any student whose continued lack of effort results in unsatisfactory academic progress, or to a student whose educational or physical needs can no longer be well-served by the school.

#### **1.7.6. Transitioning:**

In the third term of each year, Pre-Reception- Year 5 class teachers (English+French) review the composition of classes to ensure that the classes moving up to ensure mixed ability classes and with regard to:

- Ratio of boys to girls
- Friendship groups (students' choice): i.e. the social dynamics of the class

The inclusion team is involved with class teachers in discussions of groupings of children. Lists are submitted by class teachers to the Head of School for final approval.

It is not school policy for teachers to move up with their students, however in exceptional circumstances it may occur in the overall interests of staffing and/or students.

### **1.8. Inclusion**

**The PYP is implemented as an inclusive programme**

The school is committed to the principles of equality of educational opportunity, so that every child- regardless of race, creed, colour, gender, national origin, cultural and economic background, or special needs/talents – be given maximum opportunity for educational development in an atmosphere of trust, mutual respect and open-mindedness.

CIPS welcomes children from diverse school backgrounds, with a range of learning styles and academic abilities. It provides **counselling, learning support, support in English as an Additional Language (EAL)** on site to help cater for the children's needs at school.

In addition the school facilitates speech and language therapy by allowing a private therapist to work with children in school during the school day. Consultation and payment for such services are directly between parents and the therapist.

### 1.8.1. Home and school agreements

In certain circumstances it may be necessary to have a Home and School Agreement. This is drawn up in consultation with the relevant teacher of the Inclusion Team. The document outlines certain conditions which aim at addressing the child's needs whilst at Clavis. Parents and the school are requested to sign this contract to confirm that these conditions will be met.

### 1.8.2. Additional learning support

In some cases, students are identified during their school years as having special educational needs which require support in class beyond the support already offered by the class teachers and Inclusion Team.

Additional Learning Support is a service arranged by the Inclusion team to support these students in the class, on a one-to-one basis or within a group, according to targets set collaboratively with teachers, specialists and parents. This service is arranged in consultation with the parents and after sufficient data has been collected as evidence to support the proposal.

There is a fee for additional learning support in addition to the normal school fees.

[See Section 2: Language policy](#)

## 1.9 Student Dress Code

Clavis student are required to wear a uniform - navy blue and white with red accents-.

**Hats:** Parents are asked to encourage their children to wear hats for outside play and in PE lessons.

**Jewellery:** Other than simple stud-earring, students should not wear jewellery at school.

**Shoes:** Shoes must be navy blue or white (red accents are acceptable) and must fit firmly on the feet and may not be secured only by the toes. Shoes should not have raised soles or heels unless required for medical reasons.

### 1.9.1. School uniform store

The following items are available for purchase:

- a. polo shirts, skirts, blouses and T-shirts with the school logo
- b. swim wear
- c. A variety of additional approved school related items; e.g. library pouches & jerseys

### 1.9.1. Physical Education Clothing/Equipment:

For PE lessons all students are required to wear the school uniform: white polo shirts and navy blue shorts or tracksuit bottoms.

**Shoes:** Footwear must be securely fastened and give sufficient grip. Trainers that are laced or Velcro-fastened are acceptable, but slip-ons or street shoes are not permitted.

**Swimwear:**

The school- approved swimming suit, a towel and a bag are required for each student. Bathing caps are compulsory.

**1.9.2. Labelling of clothing and personal items**

All items should be clearly labelled with the student's name.

**1.10. The Mauritian national examination:**

The Certificate in Primary Education (CPE) is not offered in Clavis. Students whose families wish them to sit the CPE are facilitated in doing so at a nearby government school.

**1.11. Admission to Le Bocage International School**

Students graduating from CIPS who have attended for a minimum of one year are not required to sit for the entrance examination for Le Bocage International School. If a pupil joins Clavis at Year 6 level they will be required to sit the entrance examination for Le Bocage.

**1.11.1 Student Behaviour**

Students are encouraged to develop the traits of the IB Learner Profile and to use those traits in defining their behaviour both in formal and informal school contexts.

**1.11.2. Suspension and Expulsion**

In keeping with our philosophy, students learn that there are consequences to their actions. Our objective is to use consequences in an immediate and non-judgmental manner, with the safety and welfare of all students in mind. If a student repeatedly disrupts classes, hurts or bullies other students, or continually uses bad language or behaviour, the student will either be suspended from school for a set period of time or, the student persists in inappropriate behaviour despite actions taken by the school and family concerned s/he will be expelled from the school.

**1.12. Conflict Resolution Policy**

In any school community there is the potential for conflict. With a view to modelling conflict management and fostering supportive working relationships between and among staff, students and parents, CIPS has adopted a Conflict Resolution Procedure to be used across the community where conflicts arise, so that those involved can learn and grow from the experience.

See Section 1 Appendix A

**1.13 ICT Policy**

### 1.13.1. Use of student images and student work

As part of the acceptance of a place at the school parents and legal guardians are required to give written permission to the school

- to use images of students on the school website
- to use images of students and samples of their work in the context of professional development of teachers either in-house or at PYP workshops

**1.13.2.** Students at CIPS have access to Internet sites which has already been checked for safe use. It is the school's aim to use ICT to

- provide students with increased opportunities to produce meaningful work for a variety of purposes.
- provide staff with opportunities to improve their teaching and learning strategies through research, training and collaboration via the Internet.

### 1.13.3. Policy for responsible use of the Internet

Students and parents are required to sign and return the CIPS Policy for responsible use of the Internet. Usage of computers in school will be contingent on the ICT department having signed agreement on file.

The school reserves the right to deny these services to any user who fails to comply with this policy.

**1.13.4.** Neither staff nor students may publish school, student or teacher photos on social media websites.

## 1.14. The Academic Integrity Policy

All members of the CIPS community, adults and students, are expected to behave with integrity with regard to the intellectual property of others. Class teachers, library and ICT staff will not only teach academic honesty but will also model good practice. The pedagogical leadership team and administrative staff will support them by ensuring that copyright and other intellectual property issues are respected by the school as an institution. Parents also have a role to play by becoming informed of the expectations placed on students and supporting these practices. Together, all community members, working with the same understandings, will create an environment that promotes intellectual honesty and academic integrity.

It is understood that this academic integrity policy is integrally related to and is a part of other school policies, and in particular it is integral to the use of information technology and student use of mobile devices; this is reflected in the Policy for responsible use of the Internet.

**See Section 2: Academic Integrity in the curriculum**

*The CIPS Policy Manual shall be updated each year as necessary, and fully reviewed every 5 years.*

## Appendix A

### CIPS Guide to Conflict Resolution

In any school community there is the potential for conflict. Students may misunderstand each other. Teachers may disagree. Parents may diverge on how the school should be. Emotions can run high on a variety of issues. The potential for conflict exists because people have different needs, perspectives and values. The challenge for schools, as for the wider community, is to find ways of managing conflict constructively so that those involved can learn and grow from the experience.

#### The purpose of this document

Is to achieve co-operative and supportive working relationships between and among CIPS staff, students and parents. It describes a positive problem-solving process, mediation, which leads to less conflict and better outcomes for all involved. This guide is designed as a resource for staff, students and parents.

#### CIPS recognizes mediation as a positive problem-solving process

That can prevent conflicts and misunderstandings from becoming protracted and destructive disputes. It aims to help people resolve their differences. It helps disputing parties to assess their options realistically and reach mutually acceptable solutions. The mediation process encourages future co-operation.

It is a structured, goal-directed process that follows clear steps, and resolves disputes confidentially. An independent third party, the mediator, helps the parties to talk with one another, and listen to one another's grievances. Through this exchange of information parties gain insight into how the other is feeling about the situation, and they achieve understanding and respect. The mediation process focusses discussion between the parties on problem-solving rather than blame and punishment.

While other methods of conflict resolution in schools may involve a solution or decision being imposed upon the parties by someone in authority, mediation invites parties to formulate their own solutions, and take responsibility for their actions.

Mediation is a conflict resolution process that can be applied across the school community. As such, it is an ideal process to integrate into whole school community policies and procedures.

#### Why does mediation work?

For people to be satisfied with the way a dispute or problem has been resolved, they need to feel that:

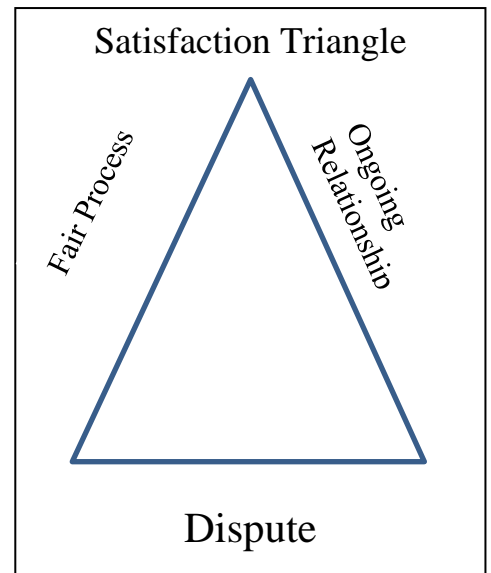
- the process was fair, that their issues were respected, heard and understood;
- the agreement or decision reached was reasonable and fair;
- the relationship between parties has been helped by the process;
- they can manage their relationship in the future.

Mediation can achieve these results.

#### What can be mediated?

Many common conflicts in schools can be mediated. Some common examples are listed below:

<p>Student/Student</p> <ul style="list-style-type: none"> <li>. name calling</li> <li>. teasing</li> <li>. friendship problems</li> <li>. rumours</li> <li>. property issues</li> <li>. fighting/ exclusion</li> </ul>	<p>Parent/School</p> <ul style="list-style-type: none"> <li>. student management</li> <li>. class grouping allocation</li> <li>. catering for individual learning needs</li> <li>. personality clashes</li> <li>. uniform</li> <li>. homework</li> </ul>
<p>Parent/Parent</p> <ul style="list-style-type: none"> <li>. supervision</li> <li>. discipline</li> <li>. bullying</li> </ul>	<p>Teacher/Student</p> <ul style="list-style-type: none"> <li>. behaviour</li> <li>. school responsibilities</li> <li>. homework</li> <li>. punctuality</li> </ul>
<p>Teacher/Teacher</p> <ul style="list-style-type: none"> <li>. curriculum</li> <li>. resources</li> <li>. teaching strategies</li> <li>. personal style</li> </ul>	<p>Teacher/PLT</p> <ul style="list-style-type: none"> <li>. working conditions</li> <li>. duties allocation</li> </ul>



### Peer Mediation

'Well developed whole school conflict management and curriculum plans will often include peer mediation as one program valuable for the school to implement as part of the big picture of school based dispute resolution.

McMahon, C. (1998). The national and international perspective on peer mediation: A need for a whole school approach for meaningful change. Paper presented at the 4<sup>th</sup> National Mediation Conference

'Teaching every student how to negotiate and mediate will ensure that future generations are prepared to manage conflicts constructively in career, family, community, national and international setting.'

Johnson, D.W & Johnson, R.T. (1995). Teaching students to be peacemakers: The results of five years of research  
 Peace and Conflict: Journal of Peace Psychology, 1, 417-436

As part of a whole school approach to student learning and well-being, CIPS formally adopts a peer mediation programme at all levels. This will allow disputes to be resolved by peer mediators (student, teacher, parent and school leadership mediators.) Representatives of the students, teachers, parents and school leadership will be offered annual training in the skills of mediation so that they can act as mediators for their peers.

Peer mediation will be co-ordinated by members of the PLT and a selected committee of teachers who have had training.

CIPS recognizes that not all conflicts can be resolved through peer mediation. Other processes such as sole mediation by the Head and/or external professionals will also be identified as being more appropriate in some situations.

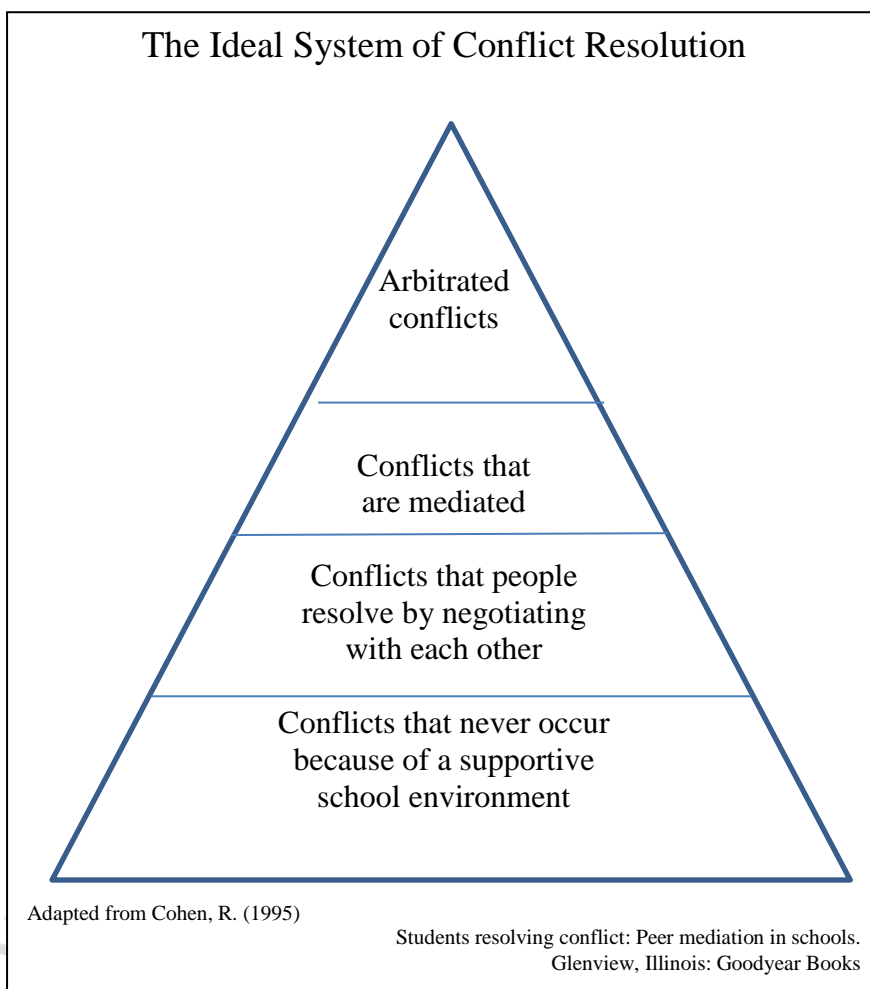
### The Basic Steps in Mediation

1. Creating the context: providing a comfortable and private space and sufficient uninterrupted time.

2. Explaining the process: the purpose and ground rules of mediation are clarified at the outset.
3. Listening to what happened – both side are enable to tell their story in turn and without interruption. Participants are encouraged to frame their stories with 'I ' sentences...
4. Defining problems and concerns: concerns are clarified and an agenda is set by the mediator with participants.
5. Focusing on the future and finding solutions: solutions are sought from the parties themselves.
6. Conclusion: a shared agreement is confirmed and sometimes written down.

A mediator uses the following skills:

- a non-judgmental tone of voice and impartial body language
- questions what will lead the discussion forward
- active listening
- acknowledgement of feelings
- positive reframing of information.



## Whole School Approach

When energies are not wasted in unproductive conflict, better teaching and learning can take place. The aim is to create a whole school community that manages the conflicts with skill and insight, constructively, rather than destructively. Conflict is approached as an opportunity for learning and growth.

How does a whole school approach to conflict look?



The school's conflict management procedures will be aligned and integrated with anti-harassment/bullying, and discipline policies.

- The PLT will model effective management of conflict.
- Staff will model positive, co-operative and collaborative relationships.
- Staff will use co-operative processes in the classroom.
- Training in conflict management skills will be part of the Year 4 PoI.
- All Year 4 and Inclusion teachers will be offered annual professional development in conflict management.

### Conflict Resolution Protocol\*

Step 1 Calming down - explanation of the upset

Step 2 Discussion and resolution

Step 3 Some kind of acknowledgment

#### The 'I'-statement

Before teaching these steps we teach students to share emotion-laden information as I-statements, using the formula:

"When you \_\_\_\_\_, I feel \_\_\_\_\_, because \_\_\_\_\_, so what I would like is \_\_\_\_\_."

When a child wants to meet with a classmate for conflict resolution, we require that she/he first compose an I-statement before arranging a time and a place for the meeting.

We display the I-statement formula and practice as a class, first, with positive, fun statements, such as "When you giggle, I feel happy, because it makes me giggle too, so what I would like is for you to keep on giggling." Next, we practice with statements containing more difficult emotions, working with examples removed from direct personal experience. For example, we might use a situation from a book we are reading: "In Charlotte's Web, when Wilbur heard he would get eaten, he felt scared, because he didn't want to die, so what he would like is to be allowed to keep living."

We also generate a list of words, from literature as well as from our own experience, to expand our vocabulary for describing feelings—words such as scared, sorry, sad, angry, frustrated, nervous, irritated. We display this list prominently in the room and children will often glance at it when composing I-statements.

#### The Meeting

In a conflict resolution meeting, the first child begins by making an I-statement, and the second child listens, then repeats back his/her understanding of what was said. Once the first child agrees that the second has heard correctly, the second child may make an I-statement. The routine continues in which one child makes an I-statement, then the other repeats back what she/he heard (a simple form of active listening), until both (or all) parties feel satisfied that an understanding has been reached and peace has been made.

In the early weeks, a teacher always attends conflict resolution meetings as a "fair witness" to ensure safety and protocol, but speaks as little as possible. As children become more adept with the process, the teacher asks if either one would like a teacher's presence. If not, we leave them alone. We know that this approach to conflict resolution has become a part of our classroom culture when a student comes to a teacher and says, "Can we meet? I have an I-statement for you."

Source: [www.responsiveclassroom.org/article](http://www.responsiveclassroom.org/article)



## Clavis ICT Policy

In the PYP, the ever-increasing impact of information and communication technologies (ICT) on teaching and learning is recognized.

ICT provides opportunities for the enhancement of learning and may significantly support students in their inquiries and in developing their conceptual understanding. It is best considered as a tool for learning, albeit with its own set of skills, as opposed to an additional subject area. ICT skills should be developed and learned in order to support the needs of individual learners in their inquiries.

The use of ICT:

- Can document the learning, making it available to all parties
- Can provide opportunities for rapid feedback and reflection
- Can provide opportunities to enhance authentic learning
- Can provide access to a broad range of sources of information
- Can provide students with a range of tools to store, organize and present their learning
- Encourage and allows for communication with a wide-ranging audience.

The school is currently inquiring into a pilot scheme for the use of 'tablets' for one class with the intention of extending this to other classes if successful. This is a Microsoft based project.

### Policy for responsible use of the Internet

#### Definition:

The Internet is a global network that connects computers and users around the world. It provides school communities with enhanced opportunities to communicate, collaborate and research.

The Internet brings together a huge array of resources suitable for education. Students at CIPS have access to Internet sites which has already been checked for safe use. The purpose of this policy is to assist all school users in becoming aware of information, obligations and procedures that need to be followed to ensure its effective use.

#### Goals

- To provide students with increased opportunities to produce meaningful work for a variety of purposes.
- To provide staff with opportunities to improve their teaching and learning strategies through research, training and collaboration via the Internet.

### Guideline for using Internet at CIPS

At CIPS students can access the internet in the ICT lab during ICT lessons. Each student has a personal account on the server. All internet communication is monitored by a content filtering proxy server as well as being supervised by an adult for chosen sites that would be best suited for our educational programme.

Parents need to be aware that children under the age of 14 are not entitled to use social networks, and children could unwittingly be involved in legal proceedings that could lead to considerable fines.

The school has subscribed to Britannica Online which is safe and easy to access updated information as it is regularly updated. To access it, go to the school's website [www.clavis.mu](http://www.clavis.mu) and click on the online resource tab and click on the link 'Britannica Encyclopaedia'. If you are using this at home, you will then need to use an ID Number password that can be requested and obtained through your child's class teacher. This password that we provide will only be for personal use, by teachers, students and parents, and must not be disclosed to any third party.

In order to use (see bullet points below) services provided by the school, all students and parents must sign and comply with the internet safety policy of the school.

- Use of computers in school
- Access to online resources

The school reserves the right to deny these services to any user who fails to comply with this policy.

**All the students and parents must sign and comply with the internet policy of the school on a form that can be found on the website**

Clavis International Primary School