



CLAVIS
INTERNATIONAL
PRIMARY SCHOOL

PRIMARY YEARS PROGRAMME



Policy Manual

Section 5

School Community and External Relations

5. School Community and External Relations

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5.1. COMMUNITY AND PUBLIC RELATIONS GOALS

All efforts will be made to keep the community at large informed about the services, accomplishments, needs and goals of the School and to involve the community in its work for the benefit of the students.

Clavis also seeks recognition amongst international and local educational institutions. To this end the School will actively participate in regional and international educational associations and maintain an authorized status with the IB.

5.2. ROLES OF MEMBERS OF THE SCHOOL COMMUNITY IN COMMUNITY AND PUBLIC RELATIONS

It is the specific desire of the Board that all employees, parents and students take advantage of community relations to stay informed, feel part of the School community and be involved in making Clavis the best possible school.

5.2.1. Involvement of parents

Parent involvement is encouraged at Clavis. This participation may take different forms for parents, depending on the particulars of their situation. In any case, all parents are expected to work in conjunction with the school to help build a learning community.

5.2.2 Parents role

We are always interested in hearing of any talents parents may have to offer. Please contact your student's teacher in this regard. We encourage all parents to become actively involved in their children's education, and to develop a positive relationship with teachers. Teachers will occasionally ask for volunteers for the following:

- Emergency telephone calls.
- Helping with newcomers.
- Helping with class activities at the teacher's request.
- Helping with school-wide events.

Should you experience a problem, please go directly to the source and talk about it. Our school philosophy is to support communication, dialogue and the development of positive relations throughout the community. Please talk to your child's teacher rather than other parents if you have any questions about your children or their education.

5.2.3 P.T.A.

Parents may also form a parent-teacher association (PTA) to:

1. Provide a structured forum for communication between parents, the School, the administration, the teachers and the non-teaching staff
2. Provide the School with any assistance that serves to enhance the quality of education and associated activities provided by the School
3. Promote opportunities for each member of the Clavis community to participate in, benefit from and contribute to schools community life
4. Help integrate new families into the Clavis community.

The Board encourages all parents and staff to take part in the work of the PTA and to work closely with its leadership in the interests of the School.

The Parent Teacher Association shall be considered an auxiliary to the School and not as a separate body. The PTA shall be permitted to hold its regular meetings in the School building.

5.2.4. Involvement of staff

The Head is expected to participate in public, civic, social and professional affairs to enhance public relations and open channels of communication and opportunities to improve the School.

The School encourages staff participation in international and local educational networks and events that strengthen teaching and learning, supports school improvement and presents a positive image of Clavis.

School personnel are encouraged to participate in local and international community activities, as long as they are not detrimental to Clavis or do not interfere with their regular duties.

5.2.5. Involvement of students

Participation in IB PYP related activities which involve all students and connect Clavis with other IB World Schools shall be supported.

A Student Council will be constituted and will operate under the supervision and direction of two staff members. A code of conduct and procedures will be developed by the staff members who take responsibility for the Student Council.

5.3. INFORMATION AND COMMUNICATION

5.3.1. Means of communication

The School shall provide appropriate means to facilitate access to relevant information, including websites, electronic newsletters and bulletin boards. The Systems Manager will ensure that these are used effectively and the information is regularly updated.

5.3.2. Parents communication

Recognizing the importance of working together, teachers are encouraged to maintain contact with their parents, and parents are encouraged to contact their student's teacher when they feel the need. It is in the best interests of the students if this communication is frequent and forthright. Students benefit most when there is a positive and collaborative relationship between home and school. The PYP Coordinator and Headmaster can be of assistance in developing this relationship.

See Appendix A

5.3.3. Role of the headmaster

The Headmaster shall make every attempt to:

- Keep the community informed about the policies, administrative operations, objectives and educational programmes of the School.

- Include full and accurate information, together with interpretation and explanation of the School's plans and programmes.
- Establish and maintain effective communication channels to support and structure open communication.

The Headmaster is responsible for ensuring routine School announcements to parents using the appropriate means, in general electronically. All content shall be the responsibility of the Head or the person designated.

5.3.4. Communications to the general public and the media

The Chairman of the Board and the Headmaster are, with mutual consent, the official spokespersons for the School in educational and personnel aspects of school operations. All members of staff who issue communications on behalf of Clavis must keep the Head and/or Chairman of the Board fully informed.

5.3.5. Role of the teachers

The School places great importance upon the role of the teacher as communicator and interpreter of the School's programmes to both parents and students. The School will seek to develop improved procedures and means for ensuring continuous and free communication between teaching staff and the parents with regard to providing information on teaching and learning.

5.3.6. Role of care educators

The role of the Care educator is to support the Teachers in their daily tasks, helping students with their educational and social development, both in and out of the classroom.

5.4. COMMUNITY & PARENTS COMPLAINTS AND GRIEVANCES

Constructive feedback of the School, its programme and its employees is welcome when it is motivated by a sincere desire to improve the quality of the School and contributes to its effective functioning. The Headmaster, management, members of staff and the Board will listen attentively and courteously to parents, students and interested citizens who have a concern or complaint about the school and will seek to respond to such concerns or complaints in a spirit of openness and willingness to improve.

In general, complaints are best resolved at the level where they arise; between parent and teacher or student and teacher, at the classroom level. Should a parent feel that the problem has not been properly resolved, he/she may request a meeting with the Headmaster.

All concerns directed to the Board should first go through the Headmaster.

5.4.1. Complaints about school staff

The School trusts its employees and wishes to support their actions so that employees can perform their work free from unnecessary or negative criticism and complaints. For that reason, a complaint about a teacher or other staff member will be discussed promptly and openly with the person about whom the complaint was made. The person receiving the complaint will do everything in his/her power to ascertain

the facts of the matter before giving any kind of response to the complaining party or making any kind of commitment or promise.

If the complaint appears to be justified the PLT will arrange for a meeting with the employee to resolve the matter as quickly as possible and designate whatever support is deemed necessary to enable the 'complaint' to be corrected as speedily and effectively as possible. The complaining party will be informed of the steps being taken to get things back on track.

5.4.2 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.

See Section 1: The School Appendix A

5.5 EXTR-CURRICULAR ACTIVITIES

In line with the School's goal to develop the potential and interests of all students, and to provide a service to the community, the School will offer a range of extra-curricular programmes and activities. The range will encompass as many activities as can reasonably be supported with the available facilities, resources and staff, and will take into account the demand from students and parents. The School will strive to offer a balanced choice for both individual and group or team activities.

To ensure a balance of activities on offer, external teachers may be employed. The Headmaster shall ensure that these employees are instructed in the expectations of the School.

Responsibility for the administration of the extra-curricular programme lies mainly with the staff member or external person organizing the activity. The Headmaster shall exercise due diligence in the supervision of the extra-curricular activities, in particular with regard to safety.

The cost of the extra-curricular activities will be covered by parents. The School assumes responsibility for ensuring the quality of the Extra-curricular programme.

See Appendix B

Appendix A

5.3.2 Parents communication

Ways the School Communicates with parents

Frequency	What	How
Once a term	Letter from the Headmaster	E-mail
Once every 6 weeks before the beginning of a Unit of Inquiry	Curriculum Letters giving details about the Unit of Inquiry, French curriculum, Language and Maths that will be covered over the 6 week period	Newsletter sent in the message book or e-mail in Years 4 and 5
Every 2 weeks	PYP News	By e-mail
	News Bulletin- gives information about events at the school, dates to remember and any other information related to the school	By e-mail
Whenever necessary	Students' progress overall (academic, emotional and social)	Message Book
	Consent forms relating to specific presentations Letter informing parents of visitors to the school who will be working in specific year groups Letter asking for permission for student photographs to be online	
Once a year	"What is the PYP" for parents who are new to the programme	In house Workshop
	Pre-R, Rec and Year 1 carry out an introduction to the early years and language development workshop for all parents	In house workshop

	Student Led Conference	Parents come into school
	Information afternoon related to Rodrigues trip Information afternoon related to the Exhibition	Parent come into school E-mail on a daily basis are sent to parents about daily happenings while children are in Rodrigues
Throughout the Year	Details about the school and curriculum	Website
Twice a year scheduled and more if necessary	Parent-Teacher Meetings	Parents come into school
3 times a year at the end of the term	Report cards	Hard copies are given to parents
Once a month		PTA
Every second year	ICT policy document is sent to parents to read and approve the rules for ICT use at school	E-mail

Appendix B

5.5 Extra Curricular activities at CIPS

Clavis teachers believe that extra curricular activities benefit students in many ways. Not only can after-school activities be fun and entertaining, but they can teach important life skills, preparing children to become responsible, well-balanced adults. Many activities continue into adulthood, providing lifelong enjoyment. Research has also shown that children who are involved and engaged are less likely to become addicted to bad habits, like smoking, drinking, drugs and gang related activities.

Physical Development

When children participate in sports and outdoor activities, they get good exercise and learn life-long habits of keeping mentally and physically fit.

Creativity

Many different activities can provide an outlet for creativity and problem-solving. Arts and crafts, music, performing arts and sports all teach problem-solving skills.

Stress Relief

Many activities take place in a relaxing environment or promote healthy methods for dealing with stress. In an increasingly complex and pressure-oriented world, the more children are able to find positive ways to deal with stress, the better they are.

Self-Confidence

When children learn new skills and engage in social activities, they become more self-confident. Learning social skill like cooperation, negotiation, and conflict resolutions in a fun and relaxed environment will help them interact appropriately with others - a skill valuable in all aspects of life from home life to the workplace.

Team Spirit and Camaraderie

Teamwork is increasingly more important in home life as well as at work. Team sports as well as some other activities like drama and dance require children to work together to achieve a common goal and remove the focus from the individual to the team.

Time Management

Many activities emphasize the importance of time. Sporting events are often measured in seconds. Participating in one or more activities can teach a child how to juggle school, homework, family life, and their after-school activities as well and learn the importance of priorities and planning.