

CLAVIS INTERNATIONAL PRIMARY SCHOOL

# CIPS

## Family Handbook

A guide to accessing and understanding the procedures, policies,  
and learning programme at Clavis International Primary School  
Moka, Mauritius

# 2024

(Version updated as of 5 February 2024)



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## WELCOME FROM THE HEAD OF SCHOOL

Since opening its doors in 1991, Clavis International Primary School has had an important part in the culture and history of Mauritius, having educated and positively influenced many thousands of people over the past decades. It continues to be my privilege to be a part of CIPS and its community with you. This CIPS Family Handbook is designed to provide you with all the information needed to have a good understanding of the policies and procedures that impact students and their parents or guardians. If you have questions, hopefully the answers can be found in the pages of this handbook. If not, depending on the question, your child's homeroom teacher, year level or subject team leader, administration staff, or the leadership team will be able to assist you. Communications are sent regularly from teachers (via Toddle) and from the school (via email or the Clavis Chronicle newsletter). These are meant to keep you up to date on your child's learning and current affairs around our school. Be sure to check the school website ([www.clavis.mu](http://www.clavis.mu)) additional information and curriculum documents.

Clavis is a special school, not just because of its beautiful location and meaningful IB programme, but more importantly because of the people that bring our school to life. After my few years of being a part of this school, I can say that it is the people that make Clavis the caring, inclusive, and welcoming community that it is. These people create the engaging learning environments and meaningful opportunities for each student to flourish and develop in their own ways. Clavis is a place I am proud to work at and feel honoured to be a part of.

It is my hope that you find Clavis as warm and welcoming as I have, and that together we can continue to build a bright future for all.

Warm regards,

A handwritten signature in blue ink, appearing to read 'R. Hart', with a long horizontal stroke extending to the right.

R. Jeffery Hart  
Head of School

## SCHOOL CONTACT INFORMATION

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## ABOUT THE SCHOOL

Clavis International Primary School is a Pre-Reception to Year 6 international private school, where students benefit from an education that goes beyond any single national curriculum. Established in 1991 and first authorised by the International Baccalaureate (IB) in 2002 to offer the Primary Years Programme, Clavis hosts Mauritian and international students in an English-medium and secular programme with a capacity of around 545 students.

### *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.

### *Legal Status*

**Clavis International Primary School (CIPS or Clavis)** is a state registered, private, not-for-profit school registered as a company under the legal name 'PROKID'. It is authorised as a school with the Ministry of Education and Human Resources, Tertiary Education and Scientific Research (Year 1 to Year 6) and Early Childhood Care and Education Authority (Pre-Reception and Reception). The Certificate of Registration is renewed every two years when the school is reauthorised by each authority.

In accordance with Mauritian law, the school is governed by a board of directors (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.

### *Governance*

The members of the Board are voluntary and receive no salary or emoluments for their work. The Board typically meets monthly with the Head of School (the Head) and administrative staff representing school finance and operations. Upon request, representatives from the Parent-Teacher Association (PTA) will communicate and meet with the Board when applicable.

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 finances, and monitors the implementation of the International Baccalaureate's Primary Years Programme (PYP).

### *Educational Concept*

CIPS follows the framework of International Baccalaureate's Primary Years Programme across all year levels and subject areas. The school serves members of the local and expatriate communities in Mauritius, who wish to send their children to an International Baccalaureate World School authorised to offer the Primary Years Programme.

The Primary School Achievement Certificate (PSAC) is not offered at Clavis. Students whose families wish them to sit the School-Based Assessment (SBA) for their PSAC are facilitated in doing so at a nearby government school. The SBA takes place in two modular assessments in two core subjects taken during Year 5 and again in Year 6. Further information about the PSAC can be found at <https://education.govmu.org/>.

### *Authorisation, Registration, and Memberships*

The school has the distinction as an IB World School, authorised since 2002 to offer the Primary Years Programme of the IB. The school also meets the requirements and has been authorised by the Mauritian government from the Ministry of Education and Human Resources, Tertiary Education and Scientific Research as well as the Early Childhood Care and Education Authority. Evaluations and inspections by each governing body take place annually or bi-annually (Mauritian government) and every five years (IB/PYP). Clavis is also a member of the Association of Mauritian International Schools (AMIS), who meet and communicate regularly about all aspects of teaching and learning in the private school sector in Mauritius.

Consideration or maintaining of memberships in other nationally or internationally recognised educational associations and organizations are evaluated annually and depend on their:

- educational benefits to students, staff, governance and leadership
- access to information about best educational practice and innovations
- representation in actions affecting the CIPS school community and education in general

## **SCHOOL ORGANISATION**

### *Year Levels and Age Ranges*

The School includes eight year levels which are typically organized into three classes in each. Depending on enrolment numbers these can change. The youngest age in each year level represents how old the child must be before 1 January of the academic year starting that month to be eligible for acceptance in that year group. There are sometimes factors that may allow a student to start in a year level before they are of age. This is particularly if a joining child has already successfully completed the previous year level at another school. Otherwise, due to the

developmental factors, maturity, and abilities to manage socially and emotionally, we maintain adherence to the 31 December cut-off date when children must be the minimum age to enter each year level.

<b>Year Level</b>	<b>Age Range of Students</b>
Pre-Reception	3 turning 4 years of age
Reception	4 turning 5 years of age
Year 1	5 turning 6 years of age
Year 2	6 turning 7 years of age
Year 3	7 turning 8 years of age
Year 4	8 turning 9 years of age
Year 5	9 turning 10 years of age
Year 6	10 turning 11 years of age

### *Teaching and Learning Organization*

The greatest impact on student learning at school is the person leading their learning - the teacher. Great care is taken to put the right person with the right group of students every year. Each class from Pre-Reception to Year 3 will be allocated a homeroom teacher and a teaching assistant, who is recognised as a second teacher in the classroom and whose role is to support the teaching and learning. In Years 4, 5, and 6, each class is allocated a homeroom teacher and each year level is allocated an additional teacher or assistant who will work with those students and teachers. As part of the academic learning, homeroom teachers, year-level teachers, and teaching assistants are primarily responsible for Language Arts (English), Mathematics, Science and Social Studies (the last two being part of Units of Inquiry learning). Specialist teachers lead learning in the single subjects of Music, Visual Arts, Physical Education (including swimming), Information and Communications Technology (ICT), Library, and French. Finally, the Inclusion teachers (learning support, counselling, and English language acquisition) work with students who may require additional support to access the curriculum, who may have social and emotional needs, or who are new to English.

### *Class Sizes*

Along with having access and support from an array of teachers, class size and the number of students in a room are important considerations. Class size generally decreases the lower the year level to ensure teachers can effectively support the demanding needs of the youngest children. The number of students in a room varies and depends on several factors. Decisions must balance educational needs and safety considerations with the physical space and the school's financial viability. The school will consider the size of the space, the staff and facilities available to those students, the needs of the students, and the demand in enrolment. Class sizes can range from 12 to 25 depending on year level and physical space in a classroom. In Early Years, the staff-to-student ratio is aimed at around 1:8 (Pre-Reception) and around 1:10 (Reception) or lower. In Primary Years, the ratio is around 1:11 up to 1:18 or lower depending on if there is a full-time (years up to Three) or part-time teaching assistant (years Four to Six) in the class.

## **THE SCHOOL YEAR AND TIMINGS**

### *School Calendar*

The school year follows most southern-hemisphere school calendars, beginning in mid-January and ending in mid-November. Dates for teaching days or holidays are subject to change due to Mauritian government or Ministry of Education decrees, which can be altered throughout the year. Additionally, consideration is given to potentially lost learning days due to severe weather and cyclone warnings. Please see [Appendix One](#) for this year's calendar (subject to change).

### *School Terms*

The year is subdivided into three learning terms with a holiday between or near the end of each. The holiday lengths are subject to change each year depending on requirements for government holidays and mid-term breaks. The



academic calendar will have many holidays aligned with Le Bocage (LBIS); however, there will be some differences with holiday lengths. Typically, terms at CIPS are organized as follows:

**Term 1:** January to April, ending with a 3-week holiday

**Term 2:** April/May to July, ending with a 4-week holiday

**Term 3:** August to November, ending with around a 6 or 7-week summer holiday (depending on when the New Year's holidays occur)

### *School Week and Day*

The school week is from Monday to Friday. School times may be adjusted in some years to better meet learning or community requirements. It is currently scheduled as follows:

Year Level	Arrival Times	Designated Area	Learning Starts	Student Pick-Up Times	Additional Info
<b>Pre-Reception, Reception, and Year 1</b>	07:45 – 08:15	Dropped at gate and teacher bring to class	08:20	14:15 (Mon-Thu) 12:15 (Fri)	Pick-up from parking gate / pavilion
<b>Years 2 and 3</b>	07:45 – 08:15	Dropped at gate or security and students go to Assembly Terrace	08:20	14:30 (Mon-Thu) 12:25 (Fri)	Pick-up from parking gate / pavilion
<b>Years 4, 5 and 6</b>	07:45 – 08:15	Dropped at gate or security and students go to Assembly Terrace	08:20	14:45 (Mon-Thu) 12:35 (Fri)	Pick-up from parking gate / pavilion

Students arriving after the class start time are considered late and are required to complete a late form from security before entering the classroom. As part of the regular school day, students have a morning break with time to eat their snack and a mid-day break with time to eat their lunch. Due to early dismissal on Fridays, students only have a morning break on those days.

**Morning Arrival:** The school campus is closed until 07:30. Students should not arrive at school before 07:45 as there is no adult supervision before this time. Clavis staff are on duty for morning arrival from 07:45 to 08:20 for Year 1 to Year 6 on the Assembly Terrace. Staff are available to supervise Pre-Reception and Reception students in their classrooms. Times and procedures are subject to adjustments due to changing factors and programme needs.

**Afternoon Dismissal:** On Mondays to Thursdays, Pre-Reception to Year 1 should be collected at 14:15, Years 2 and 3 should be collected at 14:30, and Years 4 to 6 should be collected at 14:45. On Fridays, Pre-Reception to Year 1 should be collected at 12:15, Years 2 and 3 should be collected at 12:25, and Years 4 to 6 should be collected at 12:35. Early Years students who dismiss at 14:15 (12:15 on Fridays) and take the bus or have a sibling in Years 2 to 6 will wait in a designated classroom until 14:45 to be dismissed or to be taken to their bus. There will not be organised supervision for non-bus or non-sibling Early Years students after 14:15 and 12:15. Except for bus riders, all students must be promptly picked up from their designated areas at their assigned time. All students should have left the school site by 15:00 unless they are enrolled with an after-school/extra-curricular or supervised academic activity.

**Friday Early Dismissal:** Clavis is committed to teacher training and professional development. Every Friday school ends at 12:15/12:25/12:35. These afternoons are considered essential to the quality of the Clavis programme, as it allows weekly collaboration between staff and provides opportunities for professional learning to improve teaching

and learning. Weekly early dismissal is a practice that is shared with most international private schools worldwide and we arrange ours to be aligned with Le Bocage International Secondary School (LBIS).

**Punctuality:** Students are expected to be in class on time for lessons to begin at 8:20. Punctuality shows respect for others, classmates, and teachers. Tardiness affects not only the student who is late but disrupts the entire classroom group. Parents are requested to emphasise the importance of being on time with their children. Parents are required to fill out a late-slip from the security gate when arriving after 8:20. Repeated late arrivals can impact student learning and will be recorded on the student's permanent record and report card. In severe cases, where habitual lateness has had ongoing disruptions to the child and/or the classroom learning, families can be asked to look at different school options that would better allow the child to be at school on time.

## **Absences**

Students are expected to be present regularly throughout the year to fully participate in the academic programme. Extended holidays and vacations interrupt and impact the students' educational progress and routines. If your child is absent due to sickness or any other reason, please contact your child's homeroom teacher and inform the school administration.

### **Planned Absences Other Than School Holidays**

It is the school's philosophy that attendance at school is of primary importance. However, there are times when an absence is unavoidable. In such cases, the parent is to contact the office for approval from the Head of School. Once this has been received, the parent or guardian will receive an email confirmation from the office that they are aware of the planned absence. Assignments and assessment may not always be available in advance and may have to be completed upon the student's return. Students are responsible for missed classwork assigned when out of school for non-holiday reasons. If a student has had significant absences that have negatively impacted their progress and achievement to an extent that the student is not ready for the proceeding year level, the school can require a student to be retained for an additional year in the student's current level.

## **Illness**

When a student is ill please email the teacher the evening before or by 08:00 the morning of. If it is later, the homeroom teacher may not see the communication until later that day. In this case, it is best to call the school office at +230 4334439 or email [jennifer.chang@cips.me](mailto:jennifer.chang@cips.me). If the absence exceeds three days, then a doctor's certificate must be handed into the school office when the student returns to school. While the school's preference is for students to be at school, if children have a communicable illness that can be spread to others, they should be kept at home. Do not risk the health of other students and staff by sending your child to school.

## **School Closures**

Clavis can experience unscheduled closures due to any number of situations outside of the school's control. These can include reasons such as severe weather, unsafe conditions around the school, or imposed government closures (eg, pandemic, holiday/celebration, or civil unrest). During the threat of severe weather, parents should listen to the radio for communiques to know if schools will be open or closed. The Mauritius Meteorological Services ([www.metservice.intnet.mu](http://www.metservice.intnet.mu)) provides the most up-to-date official weather warnings for the island. All schools must close if there is a cyclone 'Warning Class II', if there is torrential rain (defined as receiving 100mm or more of rain within 12 hours) or other heavy rain warnings that could result in areas of severe flooding in any areas of Mauritius. Depending on the situation, Clavis will shift to modified distance learning for that day/those days. During Class III and above weather warnings, teachers might be able to pre-arrange home learning activities but no live learning (ie, Zoom lessons) will take place. In the case of extended closures (as seen during the pandemic lockdowns), the school will revert to full-time distance learning. For further information, please see the [Distance Learning section](#) below for more information. If schools must close, an announcement will be sent to all families through Toddle before 06:00 that morning. Official government communications are issued by the Government Information Service (GIS) on

behalf of the Ministry of Education. The most up-to-date communications can be found on their Facebook page (<https://www.facebook.com/GIS.Mauritius/> ).

### *Breaks, Meals, and Canteen*

**Break Times:** As part of the school's learning programme, academics go hand-in-hand with living a balanced and active, healthy life. Break times happen twice a day, during a morning/snack break and an afternoon/lunch break. These times will vary depending on year levels. In Years 1 to 6, these are determined by the overall school timetables and in Pre-Reception and Reception, these are determined by the class teachers and year group. Having opportunities to disengage from the classroom and for a break or recess is critical for student learning and development. These breaks give children's minds time to rest and consolidate learning, while providing much-needed play to develop physically, as well as in social and communication skills, in an open and safe environment.

**Snacks and Meals:** During these break times students will eat their snack or lunch meals. This is the all-important fuel that will help students concentrate, stay alert, and better understand their learning. For this reason, Clavis promotes good nutrition and health sense and discourages students from bringing unhealthy food items to school, such as candy or sugary drinks. Parents are asked to help encourage a healthy lifestyle and eating practices both in and out of school.

**Canteen:** Food for snack and lunch can be brought to school or purchased from the canteen. The canteen is an independent operator who, with oversight from the school, establishes and runs the menu and distribution of food for students. For the canteen, please be aware of the following:

- **Hot meals:** If parents or students regularly order hot meals for school meals, it is advisable to provide two boxes ("Easy lock" plastic food containers, around size 20 cm X 12cm in size, and reusable cutlery). No plastic spoons or forks will be available. Hot meals should be ordered in advance through the ordering website (<https://inlandcatering.com>)
- **Opening hours:** The canteen will be open from 08:00 until 14:45 (12:35 on Fridays) for the sale of food. Parents can visit the canteen ordering site (<https://inlandcatering.com>) to place orders for either break.
- **Menu and Food Options:** These are updated monthly on the provider's website (<https://inlandcatering.com>) or by accessing the information through the school website (<https://clavis.mu/schoollife/services>).

The contact in the canteen is Beachcomber Catering, who can be reached at [catering@beachcomber.com](mailto:catering@beachcomber.com) and 603 2600 about anything canteen or food related. Complaints or concerns about the canteen should be first directed there. Otherwise, parents should address them to Mr Akhtar Khaleck, the Chief Operations Officer at Clavis.

Please see [Appendix Nine](#) for the step-by-step instructions for registering with the catering company and pre-ordering food through their online ordering form.

## **ADMISSIONS OR WITHDRAWAL POLICIES AND PROCEDURES**

CIPS is an inclusive school open to all students who, in the school's opinion, will benefit from an inquiry-based, international, English-language education. Any student is eligible for admission if it is believed that his or her academic, personal, social, and emotional needs can be met by the school's curriculum and services. The school will not accept or continue with a student who is not able to be successful in the programme or whose needs cannot be adequately met. The Admissions Team determines the acceptance or denial of an applicant based on previous school reports and a confidential recommendation form, admission information, and the observation or placement assessment at the time of application to determine whether a student is likely to succeed within the Clavis programme. Should it become evident after admission that pertinent information or records were withheld, immediate withdrawal of enrolment may be required. The Head of School has final authority over acceptance, placement, and continuation at Clavis.

## Admissions Applications

CIPS accepts applications for all year levels, Pre-Reception through Year 6, according to available capacity and contingent on the outcome of the admission assessments and submitted documentation.

Parents and guardians must agree to the CIPS *Admissions Policy* before enrolment. By signing the application for admission, applicants agree to the admission procedures and the contractual terms and conditions. Families seeking admission for their children can find the most up-to-date procedures and requirements on the school website. Applications and admissions requests will be coordinated by the school secretary.

There is a non-refundable assessment fee for all processed applications.

## Enrolment conditions

### Transfer Certificates

Whenever applicable, students are required to present a transfer certificate from their previous school. This is provided by the parents or guardians.

### School Report

A copy of the child's most recent school report or profile from their current school or nursery must be submitted as part of the application.

### Indication of Interest

One form per child, which also provides a general overview of the student's details. A copy of the child's birth certificate must accompany this form. This is provided by the parents or guardians.

### Information Form and Health Record

The information form is different for Pre-Reception to Year 1 than Year 2 to Year 6. This form provides background information on each child's development, strengths, needs, and character. The school will also require the submission of health records to ensure students have the physical capacity to do the programme and will not be a health risk to themselves or others. This is provided by the parents or guardians.

### Confidential Recommendation Form

This is a confidential form providing information on a student's social and emotional development, academic progress and attainment, learning and developmental needs, and behaviour management. This is completed by the previous school/institution and sent directly to Clavis from them.

### Potty/Toilet-Training Expectations

A children's entry is conditional on their ability to independently manage and monitor their toileting requirements. Accidents can and will happen and we will assist and reassure students when attending to their needs; however, this should only be a rare occurrence and not a regular one. If a child is not ready, we can delay their start date or send them home for additional practise and development (short or long-term). In such cases, the child's placement and enrolment at Clavis will be held and guaranteed. To meet expectations, children must be able to clearly explain that they have to go to the toilet. To assist themselves in showing the life skills needed, they must also be able to remove and replace clothing without assistance, wipe themselves, get on and off the toilet by themselves, and properly wash and dry their hands without support. Furthermore, students should be able to return to the class when staff cannot take them, and they should be able to wait if a toilet is occupied or if there is a delay in getting to a bathroom when away from class.

### Placement Observations (Pre-Reception, Reception, and Year 1)

After the applicable forms are submitted, an appointment can be made with the school secretary or Early Years Coordinator for a placement observation. During these times, students are invited to meet with an Early Years' teacher as part of an observation. Sometimes this will consist of a one-to-one session with that teacher and/or observations of the child's interactions with the classroom environment and other students as part of a group session. The secretary or coordinator will be able to advise on available time scheduling observations throughout the year. Following the observation(s), parent will receive a communication informing them about the school's decision regarding the student's readiness and acceptance to the school.

### Missing Information or Conditions Not Fully Met (Pre-Primary)

If the above mentioned school report and Confidential Recommendation Form from the student's current/previous school are not available, or if the student has never attended preschool, the Early/Lower Years Coordinator will conduct a parent interview on the day of the observation to gain further information about the readiness of the student.

When the required documentation is missing or information gathered from submitted documentation or from observations at school is deemed insufficient to make an accurate and informed decision on whether the school is able to meet the needs of the applying student, the school reserves the right to request additional observation periods at future dates.

### Placement Assessments (Year 2 to Year 6)

After the applicable forms are submitted, an appointment can be made with the school secretary for a placement assessment. During these times, students will usually meet with the Deputy Head of School where they will complete a written Maths and Literacy assessment. In situations where applicants are residing outside of Mauritius and are unable to attend in person, an online diagnostic assessment can be arranged for students to do online independently. This option is at the school's discretion.

### Additional Requirements for Learning, Language, or Social Support

Should students have additional needs to support their development that are revealed in the submitted documentation or during the observations and assessments, the school can request input and feedback from the Inclusion Team. This includes teachers who oversee learning support (special educational needs), language support (English as an Additional Language – EAL), or behavioural/emotional/social support (counsellors). The school has a limited capacity across these areas and the Inclusion Team may request additional assessments or documentation before determining if the school has the capacity to meet specific needs.

### Home and School Agreement

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.

### Additional Conditions (Outstanding Debts and Child Protection)

As part of the information collected and conditions for enrolment, applicants must confirm that they have no outstanding fees or debts from previous schools. These must be cleared before Clavis will accept new applicants. When coming from another fee-paying school in Mauritius, schools may contact one another to provide updates on outstanding debts.

To ensure the ongoing well-being of transferring students, many countries are required to forward all information about child protection and welfare concerns of their departing students. This is confidential between schools and

Clavis often receives this information from overseas schools as part of their procedures for student transfers. While it is not a requirement for Mauritius schools to do this, schools within the AMIS network of private schools in Mauritius will inform another school accepting their previous student if there were or are any child protection and welfare concerns that should be disclosed to help maintain or protect the well-being of any student.

### *Re-enrolment Requirements*

#### *Returning the Following Year*

Re-enrolment for each subsequent year is not automatic for students currently enrolled; however, students do not need to reapply for each additional year. A notice or survey will go out to all families at the beginning of Term 3 asking families to confirm their interest in remaining enrolled at Clavis for the next academic year or confirm they are withdrawing their children. In many year levels, Clavis maintains a waiting list of applicants looking to secure an opening. Asking families to keep the school well-informed of their future intentions helps the school to be able to offer new placements and applications.

#### *Returning After Past Withdrawal*

Returning students are required to reapply for admission, which includes submission of their last school reports. Students who are returning after a year or more will be required to complete the placement observation or assessment (see above). Previous Clavis students who had withdrawn from Clavis but have an opportunity to return may have some privileges. If no refund was given when originally withdrawing, the school may waive the enrolment fees. Additionally, depending on the circumstances of the original withdrawal, returning students may be given priority on any year level waiting list. Waiting list changes and waiving of fees are at the school's discretion.

### *Tuition Fees, Unpaid Fees, and Scholarships*

Tuition fees are charged based on a monthly amount and the school may offer a discount for paying the full year in advance (ie, paid in full before the end of January of that year). It is important to note that school fees are currently only charged for 11 months each year. The most up-to-date school fees can be confirmed with the accounts department or be found on the school website. Before enrolling, applicants should be aware of the tuition discount of local fees that is only eligible to children born in Mauritius, who have a parent who is Mauritian, or who holds a Mauritian passport. All other students are charged the full non-local amounts regardless of residency status. There are other discounts available for families depending on the number of children enrolled. These can be reviewed with the accounts department.

It is the policy that school fees must be paid a month in advance. Written warnings (first reminder) regarding unpaid fees will be issued 15 days after the due date. If fees are still unpaid 25 days after the due date, it will result in the suspension of the student until fees are paid.

Due to unfortunate circumstances, families might find themselves under severe financial strain and unable to afford or pay tuition fees. While every effort should be made to meet financial obligations, sometimes this could still be beyond the means of a family. A scholarship programme has been established for families to apply if they can demonstrate that they have no abilities to pay all or part of their child's tuition and, as a result, they would have to withdraw their child. Scholarships are at the discretion of the Board of Directors and can be for any percentage of the amount owed. Scholarships are also time-dependent and should not extend beyond the end of a school year. Parents should contact the accounts department or the Head of School to request access to the online application process. See [Appendix Six](#) for the school fee structure.

### *New Student Admissions*

#### *Class and Year-Level Placements*

The school reserves the right to place students at the most appropriate year level and with the most appropriate class (depending on space and student needs). This decision by the school is based upon careful consideration of the



student's age, previous educational history, reports, records, and references. All initial placements are tentative and in rare cases, it may be necessary to adjust the placement after a few weeks. Such decisions are made on the basis of the overall developmental level of the student, not solely on the basis of academic level. Students arriving from schools operating on a northern hemisphere academic calendar will usually have to do one extra term of a year they have just completed, due to the January to November academic year. For example, if students joined in August, after completing Year 2 in July, they would repeat the third term of Year 2 at Clavis before moving to Year 3 in 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.

### Transitioning and Welcoming New Students

Transitioning to a new school can be a significant event in a child's life, often accompanied by a mix of excitement and anxiety. Understanding the psychological landscape that new students navigate is crucial for parents and educators alike. Clavis attempts to create a comprehensive approach to supporting a new student's journey into their new school environment, ensuring a seamless and comforting transition.

**The Psychological Landscape:** New students often face challenges such as adjustment anxiety, fear of the unknown, and concerns about making new friends or fitting in. These feelings are natural and can impact a child's academic and social development. Our strategies are designed with these psychological aspects in mind, aiming to ease the apprehension and promote a sense of belonging.

**Buddy System:** The school believes in the power of peer support. That's why homerooms have implemented a buddy system, pairing new students with current students. These "buddies" are not just guides but also friends who offer a welcoming hand, share their own experiences, and provide a familiar face among the crowd. This system helps new students feel less isolated and more connected to their school community.

**Involved Faculty:** Our teachers and staff members play an important role in the integration process. From the first day, they create a nurturing environment that acknowledges each student's unique needs and emotions, and establish themselves as people to be trusted for any kind of assistance. They work to recognise signs of distress and provide support to help students adjust to new routines and expectations.

**Inclusive Environment:** The school strives to cultivate an inclusive atmosphere that respects diverse individuals and needs, and encourages open communication. Activities and discussions that highlight the value of every student's background and experiences are a regular part of our curriculum, fostering a culture of acceptance and understanding.

**Orientation:** To acquaint new students with the school environment, we offer orientation process that include tours when considering the school and informational sessions for new families and students at the start of the year. These are designed to demystify the school experience, making the physical and cultural aspects of our school familiar and accessible.

**Support Services:** Recognizing that each child's adjustment journey is unique, the school provide tailored support services when needed. This includes counselling, academic assistance, and social skills support, ensuring that every student receives the guidance they need to thrive and feel confident and safe in their new school.

**Engaging Parents and Families:** The school understands the critical role families play in this transition. Clavis encourages open communication with parents, many times offering workshops and resources to help parents support their child through this change. Together, the important partnership between the school and parents must work together to nurtures each student's growth and well-being.

### *Retention, Promotion, and Transitions/Placements*

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 would benefit from being with a younger age cohort, the school may require that the child stays at the same year level for an additional year. In cases where this could be a possibility, 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. In some instances, there might be decisions on 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 at the next year level and at any level to a student whose behaviour disturbs the learning environment and/or threatens the safety and well-being of other students. Similarly, this applies to 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.

In the third term of each year, Pre-Reception to Year 5 teachers, along with input from the Inclusion Team, review the composition of classes to ensure that the classes moving up will be balanced and heterogeneous with regards to:

- Ratio of boys to girls
- Friendship groups – students who would benefit being together (with feedback considered from students)
- Non-friendship groups – students who would benefit being apart
- Academic attainment levels in Language Arts, Maths, and thinking/processing skills
- Students receiving additional support for learning difficulties, English language acquisition, and/or social development (behaviour)

Groups of students go through multiple drafts with input from the students' current teachers, their past teachers, learning support teachers, and counsellors before they are reviewed by the leadership team. Once groups are created, based on staff feedback and group needs, a teacher in the next year level is matched with the group. It is not school policy for teachers to move up with their students; however, in some circumstances, it may occur.

The school will not accept any parent requests for student placements either regarding groupings or with teacher selection. The school values parent input and feedback on who a child works or does not work well with, along with the type of learning environment that child might be more successful in. This information will be considered, but if the school accommodates a specific placement request by a parent then the school must accommodate all other parent requests. It is either all or none. Allowing all parents to choose would not contribute to balanced, successful groupings and classes. The school makes the final decision on all student placements and requests that parents respect and trust their decisions and choices.

### *Withdrawal*

Parents who intend to withdraw their child(ren) should notify the administration and the homeroom teacher as far in advance as possible of the expected withdrawal date. At a minimum, the school requires a month's notice. Reports and Leaving Certificates cannot be released or forwarded to new schools until:

- The Accounts Department has verified all updated payments concerning school fees
- All Library books have been returned in good condition

Any refunds of school fees that have been paid in advance are related to the timely notification that a student will be withdrawn and are at the school's discretion.



### *Continuation to Secondary School (Le Bocage International School)*

Families must begin considering what their child will do following Year 6 at least a few years in advance. Many families may want their children to continue to Le Bocage International School (LBIS) to continue with the Middle Years Programme (MYP) and Diploma Programme (DP) as the continuation of their IB learning. Clavis and LBIS are not formally connected and each school administers individual programmes and calendars; however, the two schools have some informal agreements to support the transition of Clavis students into LBIS. It is not an automatic transfer into Form One at LBIS from Year 6 at Clavis and students who have not been at Clavis before Year 6 may be required to take entrance assessments. Additionally, students who have struggled or have required significant learning or developmental support while at Clavis may not be accepted. In some of these circumstances, LBIS may require an entrance assessment. These assessments are done at the discretion of Le Bocage and there are no guarantees that every Clavis student will be accepted. LBIS can support students who may require additional learning or developmental support, but their resources and spaces are limited. Families are encouraged to begin the application process in Year 5 and be prepared with alternate arrangements if LBIS cannot accommodate their child. Additional information about applying to LBIS can be found on their website and at <https://lebocage.openapply.com>.

In most situations, if a Clavis student applies on time, submits all required information and documents before the application deadline, and has demonstrated that they are within range of meeting academic and behavioural expectations without ongoing additional in-class support, then those students will likely have acceptance at LBIS. All decisions are wholly at the discretion of LBIS and Clavis has no authority to influence their change.

See [Appendix Seven](#) for the school letter detailing reasons why students will not be accepted at LBIS.

## THE LEARNING AND TEACHING PROGRAMME

### *Curriculum Framework*

The philosophy of teaching and learning at Clavis is based on the pedagogy of inquiry and the philosophy of the IB's Primary Years Programme (PYP). Through inquiry-based teaching methods and approaches, students at Clavis will have opportunities to develop their skills and knowledge while becoming lifelong learners with an open-mindedness towards the perspectives of others. The school wants students to be internationally-minded citizens who leave with the knowledge, skills and attitudes that enable them to participate actively and successfully in a global society.

*The IB describes the framework:*

*The Primary Years Programme (PYP) offers a transdisciplinary, inquiry-based and student-centred education with responsible action at its core, enabling students to learn between, across and beyond traditional subject boundaries.*

*The framework serves as the curriculum organizer and offers an in-depth guide to achieve authentic conceptual inquiry-based learning that is engaging, significant, challenging and relevant for PYP students.*

*Through the programme of inquiry and by reflecting on their learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB Learner profile. Informed by constructivist and social-constructivist learning theories, the emphasis on collaborative inquiry and integrative learning honours the curiosity, voice, and contribution of the students.*

*The pillars of the PYP curriculum framework*

*The transdisciplinary model extends across all three pillars of the PYP curriculum framework—the learner, learning and teaching, and the learning community.*

- **The learner:** describes the outcomes for individual students and the outcomes they seek for themselves (what is learning?)
- **Learning and teaching:** articulates the distinctive features of learning and teaching (how best to support learners?)
- **The learning community:** emphasizes the importance of the social outcomes of learning and the role that IB communities play in achieving these outcomes (who facilitates learning and teaching?)

### *Agency, self-efficacy and action*

Agency and self-efficacy are fundamental to learning in the PYP. Throughout the programme, the learner is an agent for their own and others' learning. They direct their learning with a strong sense of identity and self-belief, and in conjunction with others, build a sense of community and awareness for the opinions, values and needs of others.

Action, the core of student agency, is integral to the PYP learning process and to the programme's overarching outcome of international mindedness. Through taking individual and collective action, students come to understand the responsibilities associated with being internationally-minded and to appreciate the benefits of working with others for a shared purpose.

<https://www.ibo.org/programmes/primary-years-programme/curriculum/> (Dec. 2020)

**The Learner Profile:** Clavis follows the aim of the IB programme to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The 10 attributes of the IB Learner Profile are represented and reflected within everything Clavis does. Clavis wants learners to strive to be:

- |                 |               |
|-----------------|---------------|
| • Inquirers     | • Open-Minded |
| • Knowledgeable | • Caring      |
| • Thinkers      | • Risk-Takers |
| • Communicators | • Balanced    |
| • Principled    | • Reflective  |

**The Five Essential Elements:** The PYP is a framework for learning important knowledge, concepts and skills as well as a philosophy of education into which the curriculum fits. The PYP is inquiry-based with a transdisciplinary approach and aims to develop five essential elements:

1. **Attitudes** are the expressions of values, beliefs and feelings about learning, the environment and people, which include appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance.
2. **Concepts** are the powerful ideas that have relevance within the subject areas. These overarching ideas transcend individual subjects and link the program, enabling students to explore and re-explore them to gain an in-depth, coherent understanding.
3. **Skills** are taught as we know that in order to be lifelong learners, we must equip students with the necessary skills for learning. The skills emphasized within the programme include thinking skills, social skills, communication skills, self-management skills and research skills.
4. **Knowledge** is the significant and relevant content that Clavis believes students should explore and know. This element has six subject areas including Mathematics, Language Arts (English and French), Social Studies, Science, PSPE (Personal, Social and Physical Education) and the Arts. Each of these subject areas then further outlines the overall expectations at each age range. These six subjects are then encompassed by six 'transdisciplinary themes' that are considered essential to international education. These themes are covered each year, in every year level

(except for Pre-Reception and Reception which can elect to cover four per year) through integrated units of inquiry and include *Who We Are, How We Express Ourselves, Where We Are in Place and Time, How the World Works, How We Organise Ourselves, and Sharing the Planet*.

5. *Action* is the final essential element. It is the demonstration of deeper learning through responsible behaviour. Action is how students show that they have put the other four essential elements together in their own lives and have done something with the skills, knowledge, concepts and attitudes they have learned.

In the Early Years (Pre-Reception to Year 1), the PYP essential elements are bolstered by a centres-based approach to play-based learning which uses the environment as a third teacher. These first years of schooling are critical to a child's development as students explore early literacy, numeracy and the world around them through science and social studies concepts. Different school spaces are used for creative play, allowing children opportunities to develop socially, emotionally and academically. Small group and individualized learning are integral to developing skills at a student's own pace.

In Years 2 to 6, students are also challenged at their own pace through small-group learning. Classrooms use tables to organize students flexibly throughout the day according to ability, interest, or prior knowledge around a subject or a skill. Learning spaces do not have desks in rows, as students are encouraged to interact, discuss, work, and collaborate together to develop their foundational skills and to pursue personal lines of inquiry.

### Teaching Resources and Textbooks (A Diverse Approach to Educational Resources)

In alignment with the school's commitment to an inquiry-based and Primary Years Programme (PYP) philosophy, its approach to educational materials goes beyond a conventional textbook-driven curricula. The school's core belief is in teaching the student, not teaching a curriculum or textbook. This philosophy underpins the school's diverse and dynamic method of facilitating learning, reflecting the dedication to recognising and nurturing individual student needs and potentials.

Instead of relying on a single textbook as the cornerstone of the curriculum or a subject, the school incorporates a broad spectrum of resources and guides to enrich the learning experience. These materials are carefully selected to complement the inquiry-based learning model, serving as tools that support, rather than dictate, the learning process. By adopting this flexible approach, the school can ensure that content is not consumed but, rather, interacted with, allowing students to engage with subjects in a manner that sparks curiosity and encourages a much deeper understanding.

The programme's emphasis is on differentiation and student-centred learning means that Clavis works to prioritise the individual learning journey of each student. Recognising that a one-size-fits-all approach is not conducive to fostering genuine understanding or enthusiasm for learning, the school might utilise multiple textbooks and guides. These resources act as a scaffold that adapts to the diverse needs, interests, and learning styles of the students. This method enables the school to provide a more personalised, engaging, and effective learning experience for everyone.

### Sharing Learning

*Assemblies* are hosted on the Assembly Terrace during different days of the week according to a pre-arranged schedule. These school and year level gatherings allow students to celebrate IB values, promote school spirit, and, most importantly, celebrate the academic accomplishments of our students and support their learning. Students also develop confidence and stage presence in addition to learning acceptable audience skills. Due to space and time constraints, no seating, and a focus on sharing learning rather than performing, parents are generally not invited to weekly assemblies. Every year group does participate in music and/or performance assemblies each year when parents are invited and encouraged to support. On alternate calendar years, a larger multi-year-level theatrical production is often performed for the school community.

*Parent-Teacher Conferences* usually take place twice a year during Term 1 and Term 2. These are held to discuss students' progress, celebrate successes, and identify learning goals. These are two-way conversations to ensure

there is a shared understanding between teachers and parents/guardians on the progress and attainment of each child.

**Student-led Conferences** take place once a year during Term 3. This is a time for students to show parents their yearlong learning, and how they use their knowledge and skills from different subject areas. This is an important event during the year, as it allows the child an opportunity to reflect on their goals and what they have accomplished, and demonstrate their ownership of their learning.

Additional conferences can be scheduled throughout the school year by request of either the teacher or the parents. Parents should always seek out teacher feedback if they would like any additional information on their child's progress, learning, and development at school.

**Portfolios** are a critical record of each student's personal learning journey, providing evidence of their ongoing progress and development, and a celebration of their continued achievements. Toddle is used for each student's online portfolio of their work and learning. Teachers, parents, and students have private access to the work samples and can offer comments and feedback to reflect on the work. All families are required to have the Toddle application on their devices of choice or connect through the Toddle website. Toddle also serves as the primary tool for communication between the classroom and home (via Toddle Family App). Additional information about Toddle can be found at their website, <https://www.toddleapp.com>.

**Reports** are available to students and families at the end of each term through the parent login portal in Toddle. It is important to understand that assessment in the Primary Years Programme at CIPS provides students, parents and teachers with information on student performance across subject areas, in their development of knowledge, skills, concepts and attitudes. In the developmental programme at Clavis, teachers use a variety of assessment tools, including observations, to document where a child is in relation to the expectations for their age at a particular time of year. Going beyond just paper and pencil tests, assessments include a wide variety of options for students to demonstrate their learning. Teachers rely on various learning experiences, group and individual work, observations, performances, and projects to shape a holistic picture of each child's learning.

The term reports will include assessment and progress feedback on all areas of learning during that term. Students are given a developmental descriptor that aligns to each student's degree of achievement and understanding. These descriptors range across **Extending** (the student is able to consistently demonstrate learning beyond expectations), **Consolidating** (the student is independently and consistently within range of year group expectations), **Developing** (the student is within range of year group expectations with some support), and **Emerging** (the student is beginning to work towards year group expectations). Typically, receiving an indicator of "Consolidating" means students are within the range of year-level expectations. For students in Early Years (Pre-Reception to Year 1), an indicator is not given but rather a descriptive narrative detailing key elements of your child's learning development. All Early Years classroom grades from homeroom teachers show N/A (Not Applicable). For other reports, if students have stayed at the same indicator as the last term then they have made appropriate progress, since expectations in the work have increased between terms. This means that students were able to make continued progress in line with these advances to maintain the same grade. If a student's grade indicators increase between terms then that student made better than expected progress, and vice versa if grades decreased.

Grades are based on student achievement at the time of the report submission. They represent the level of understanding, skill, and knowledge that students had at the end of the term and they are not an average from throughout the term. In learning areas outside of Early Years where N/A was recorded, this indicates that this subject area was not yet explicitly taught or students have not done sufficient learning or assessment for the teacher to be able to qualify a grade at this time.

**Parent Workshops or Information Sessions** offer opportunities for the school or particular school departments to provide information sessions or workshops on a wide range of topics connected to the school and student learning or development. These sessions typically take place two or three times a year and will be announced on the school

calendar. Important sessions include the parent orientation presentations as well as the induction for new parents that take place prior to the start of each school year.

*Weekly communications and newsletters* are sent by homeroom teachers usually every two weeks through the Toddle Family app/website. This notice provides an overview of what the students have been learning and engaged with during the past week in their classes. Teachers also share learning plans and activities that students will be engaged in during the coming week. The *Clavis Chronicle* newsletter is sent to all families from the school administration, usually on alternate weeks. The *Clavis Chronicle* is meant to keep the school community updated on school-wide events, information, and activities that impacts everyone.

### *Inclusion and Student Support Services*

The PYP is implemented as an inclusive programme and the school is committed to the principles of equality of educational opportunity so that every child is given the maximum opportunity for educational development in an atmosphere of trust, mutual respect, and open-mindedness. Provided that resources and personnel are sufficiently available, CIPS welcomes children from diverse schooling backgrounds, with a range of learning styles and academic abilities. It provides differentiated learning and instruction in the classrooms and through the onsite help and support with the Inclusion Team teaching staff. These form three different areas of support: Special Educational Needs, Counselling, and English as an Additional Language (EAL). The use of any of the inclusion services is not optional for families to choose. If the school determines that support in any of these areas is in the best interest of the student then they will step in whenever necessary.

*Special Educational Needs (SEN)* staff support programmes for students who require moderate academic support in order to be successful in the mainstream classroom. This programme has specific qualifications and guidelines as Clavis maintains a measured proportion of those requiring support for the benefit of all students enrolled at the school. In cases where students require significant support to access the programme, a full-time Assistant/Additional Learning Specialist (ALS) would be required and overseen by the SEN staff. The additional cost of an ALS teacher is covered by the family and is a negotiated living-wage privately managed between the family and ALS. Contracts between a family and ALS teacher are recommended to follow the school's recommended salaries for beginning Teaching Assistants, and should adhere to the government requirements for bonuses and wage increases unless alternative arrangements are explicitly agreed between all parties involved. Families are welcome to get advice on appropriate salaries from Clavis before negotiating with the approved ALS candidate.

*Counselling* at Clavis is designed to offer services that promote the personal, social, emotional, and educational development of students. The counsellors work closely with students, parents, administration, and teachers to create a successful school experience for all students. Counselling and guidance is often preventative in that it addresses the developmental needs of students before problems arise by connecting to the curriculum. When students experience periods of difficulty or on-going behavioural support is required, counsellors provide support by assessing student needs, recognising their abilities and forming strategies to help them achieve their potential.

*English as an Additional Language (EAL)* is a service that may not be formally available every year and is dependent on the number of students and the availability of specialised staff. EAL support is for students whose low level and understanding of English communication skills significantly hinders their access and participation across the learning programme. EAL facilities use a combination of pull-out and push-in classroom services to help a student acquire an English level high enough to participate in regular classroom teaching and learning. When available, specialised EAL support is only offered to students in Year 2 to Year 6. In Pre-Reception to Year 1, homeroom teachers support the development of language within their regular programme. At this time (2024), a full-time dedicated EAL staff member is not currently a part of the teaching faculty.

### *Home Learning (Homework)*

There is a tremendous number of studies and amount of research on the impact of additional schoolwork outside of school hours (ie, home learning). Some of the key repeated findings are:

- There is no positive correlation between homework and achievement for students before middle school.

- Consistent reading for pleasure is directly linked to higher test scores.
- Children who read for pleasure are likely to perform better in school than their peers.

As a consequence of the research and discussions into what is good for students, each year-level team from Year 2 to Year 6 has collaboratively developed a set of essential agreements for how home learning will look across each year group, if it is assigned. However, typically, **homework/home learning should not be a regular component of daily or weekly learning**. The expectation for all teaching staff is that they ensure the skills, concepts, and understandings that children are learning is able to be done within the regular hours of the school day. Parents interested in having their children engage with additional learning at home, are expected to organise this learning themselves or use the school's online resources available to students at home (IXL, RAZ-Kids).

If teachers do assign or extend learning beyond school hours, it is with the following understandings:

- Homework can help students develop as independent learners if it is differentiated to meet the specific learning needs of the individual.
- Homework is done to reinforce learning. Homework should be to benefit the student, rather than an exercise to be completed and checked by the teacher. The results should be seen in applications at school.
- The purpose of homework is to develop and consolidate the skills necessary for further learning, both in and out of school. It is not graded or assessed, nor should it be part of a summative assessment.
- Homework will always emphasize the importance of reading daily.
- Homework should help children develop basic study routines at home without pressurizing them unnecessarily.
- Homework should not be completed at the expense of students leading a healthy, balanced life – which should include relaxation, exercise, time with family, and play.
- Additional homework should involve an element of student choice to allow children and their families to manage their at-home time effectively.
- Homework should not be parent work.

Clavis values open communication. Clear and reasonable expectations will be given to students and parents in each year level at the beginning of the term. The only exception to our no/limited home learning/work stance is reading. Reading for pleasure and at each child's independent reading level is a routine and engagement that should happen every day. There are clear and measurable academic and learning benefits to daily reading over other types of assign work.

## DISTANCE LEARNING

Distance learning designates the experience students will have when school remains in session but when students are unable to physically attend school because of campus closure (eg, due to health warnings, weather warnings, or disruption to the physical environment). While distance learning does replicate onsite learning, Clavis teachers can deliver effective instruction that allows students to meet expected standards in an online environment.

The success of distance learning is a partnership and is dependent on careful planning by faculty, appropriate student motivation and engagement, and strong parent support for alternative modes of instruction. The result of such learning experiences will expand student academic progress and attend to student social and emotional well-being.

When required, Clavis will offer a blended learning model, which includes both an asynchronous learning environment as well as synchronous, real-time engagements. An asynchronous learning environment is a learning environment that does not require participants, teachers, and students to be online at the same time. Since a shared time schedule cannot always be aligned between teachers (who are at home or at school) and students at home, this is an essential part of the distance learning plan. Synchronous, real-time engagements are opportunities for students to participate in engagements with their teachers and classmates at an established time to allow for interactions in real-time. A meta-analysis and review of Online Learning Studies from the US State Department of Education



indicates that blends of online and face-to-face instruction, on average, had stronger learning outcomes than face-to-face instruction alone.

The Clavis distance learning programme is designed to address the following scenario:

- Asynchronous learning to ensure the opportunity to learn for all students at any time;
- Synchronous engagements to support learning and socio-emotional well-being of students through real-time engagements;
- Limited and/or variable online access to technology and the internet for some students;
- Extended flexible timeline for distance learning delivery (at least, if not more than two weeks); and
- A commitment to monitoring and improvement of this plan and the student experience during the time of its implementation.

### *Distance Learning Platforms*

The following online platforms support both distance learning and faculty/student/family collaboration to ensure a quality student learning experience when planning and delivering remotely:

1. **Email** and **Toddle** messaging are the primary communication tools used to contact and communicate with Clavis families. During extended periods of distance learning (as opposed to a few days due to weather, for example), the Toddle blog feature may be used for each year level to post information and videos.
2. **Toddle** and **Zoom** are the primary online distance learning platforms across all year levels
3. Depending on year level, **IXL.com** (literacy and math) and **RAZ-Kids.com** (reading) will be utilised

In some situations, due to year-level needs or prior experience with them, students have also used Google Classroom, Khan Academy, and BrainPop, among others.

### *Roles and Responsibilities – Students*

Depending on age and year level, students should work to:

- Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher(s)
- Check appropriate online platforms for information on courses, assignments, and resources daily
- Attend, as much as possible, the regular synchronous engagements offered by each of their teacher(s)
- Identify a comfortable and quiet space to study/learn
- Engage in all learning posted with academic honesty
- Submit all assignments in accordance with the provided timeline and/or due dates
- Ensure own social and emotional balance by keeping healthy habits

### *Roles and Responsibilities – Parents*

Parents can support their child(ren) in their learning by:

- Providing an environment conducive to learning (access to technology, safe and quiet space during daytime)
- Engaging in conversations on posted materials, assignments
- Monitoring time spent engaging in online and offline learning including variables like that of preferred learning times (morning, afternoon, evening)
- Encouraging attendance, as much as possible, to the regular synchronous engagements offered by each of their child's teachers
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play

### *Contact for Questions Related to:*

Course work, an assignment, a resource: Relevant teacher (through Toddle or email)

A technology issue / request: IT Manager ([thierry.gardenne@cips.me](mailto:thierry.gardenne@cips.me))

Any other issues related to distance learning: Year level team leader or administration

## ASSESSMENT

Assessment is always integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes, and the decision to take action. The prime objective of assessment in the PYP is to provide feedback on the learning process. All PYP schools are expected to develop assessment procedures and methods of reporting that reflect the philosophy and objectives of the programme and Clavis is no different.

Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers are actively engaged in assessing the learner's progress as part of the development of their wider critical-thinking and self-assessment skills.

Teachers are always mindful of the particular learning outcomes on which they intend to report, prior to selecting or designing the method of assessment. They need to employ techniques for assessing students' work that take into account the diverse, complicated and sophisticated ways that individual students use to understand experience. Additionally, the PYP stresses the importance of both student and teacher self-assessment and reflection. It is important that everyone doing assessments, including the students, understands the reason they are doing it. What is also important is that the data and information collected comes from multiple sources to ensure accuracy and authenticity. Most assessment information is collected formatively, meaning it is ongoing and collected from day-to-day work rather than as a summative assessment, which comes at the end of something. Both are valid, but they serve different purposes.

A collection of base-line assessments is done at the beginning of the year to establish individual and class strengths and areas for next-steps in learning. These are repeated each term to check for expected progress and growth, and to help realign teaching and learning focusses throughout the year. Clavis does not do end-of-year exams to evaluate students. Instead, data comes from the ongoing variety of assessments, observations, and daily work to establish a complete picture of each learner.

Effective assessments allow teachers to:

- inform every stage of the teaching and learning process
- plan in response to student and teacher inquiries
- develop criteria for producing a quality product or performance
- gather evidence from which sound conclusions can be drawn
- provide evidence that can be effectively reported and understood by the whole school community
- collaboratively review and reflect on student performance and progress
- take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts

## EDUCATIONAL AND SPORTS TRIPS

### *Field Trips*

As part of their education, children will occasionally be taken to places of interest around the island, either before, during, or following a Unit of Inquiry. Field trips are encouraged for educational purposes, provided such trips are properly planned, take all necessary safety precautions, and have been approved by the PYP Coordinator and the Head of School.

A field trip:

- will involve a specific class or year level;
- is intended for all students in the class(es);
- extends relevant learning outside of the classroom;
- has an identifiable educational objective;
- includes preparing the students for the activity and follow-up evaluation/reflection; and,



- each trip will be assessed with regard to the level of supervision, dependent on the age of the students, and the activities undertaken.

[Parental permission](#) is required for all field trips. The Team Leader, PYP Coordinator, and the Head of School must approve all arrangements and schedules at least one week before the planned trip. If the trip involves unusual distances, duration, or activities, the PYP Coordinator and Head of school should be informed before any information has been shared with students or parents, at least one month prior to the event. Parents must be informed at least two weeks prior to the event.

Buses used by parents to bring the children to school, if available, will be used for school trips. If transportation is to be provided by other than the school's normal transportation vehicles, this information will be included on the parental permission slip and only those students whose parents approve their transport in this manner will be permitted to participate.

### [Extended/Overnight School Trips](#)

As part of the programme and to impart specific skills and responsibilities as part of the learning experience, students sometimes have opportunities to attend overnight experiences. While these are a part of the learning programme and students are encouraged to participate, parents may choose to allow their children to join these activities. Currently, Clavis has two extended/overnight trips that are done typically every year; however, they are not guaranteed and their organisation will either depend on ensuring they fulfil academic objectives or that the school is able to meet all of the logistics required to run them to the school's satisfaction.

- Year 5 is offered an opportunity for a 'Camp de Vacances' which is usually held during the Term 1 holiday in March/April. This is organized by the PE department and details and costs are usually sent out to parents during the first term.
- Year 6 students have a 4-day educational visit to Rodrigues (often in May or June). Families are responsible for the costs associated with these trips, but Year 6 students and parents organize fund-raising events to pool the money raised and reduce the cost per family.

Detailed information about the extended school trips will be communicated by the teachers in the respective year levels at the beginning of these years.

## SCHOOL-WIDE BEHAVIOUR EXPECTATIONS

### [Behavioural Guidelines](#)

The overall ways that students are expected to act and behave are derived from the [IB Learner Profile](#). CIPS has behaviour guidelines that are intended to create consistency across the school while allowing common sense and extenuating circumstances to determine the appropriate consequences for an action. As a school, one of the staff's responsibilities is to help students make good behaviour choices as part of their holistic development. This is accomplished by reinforcing positive behaviours, but also by correcting behaviours in a way that maintains dignity and allows for additional opportunities to "get it right". Critical for students to know how to treat and interact with others in caring, principled, and respectful ways to ensure that they continuously see if modelled by the adults in their lives, school staff and parents alike. See [Appendix Two: CIPS Behavioural Guidelines Chart](#).

### [Student Rights and Responsibilities](#)

Clavis believes that all students should have the opportunity to develop to their fullest potential and that a positive academic and social climate is necessary for that success. The school believes that the responsibility for establishing this climate is shared by students, staff and parents as Clavis guides students to become progressively more self-disciplined and responsible, able to work independently and cooperatively. To reach that end, the school will provide a positive learning environment that is developmentally responsive to the academic, social and emotional needs of students.

The school environment, both in and out of the classroom, encourages international-mindedness through the IB Learner Profile. Part of the learning process involves making decisions and mistakes; however, the school expects students to learn from their mistakes and demonstrate growth. CIPS staff uses a positive discipline approach that encourages students to make the right choice rather than only stopping the poor choice.

The following is a statement of student rights and responsibilities. It is through mutual acceptance of responsibilities that rights exist.

- Every student has a right to a relevant education.
- Every student has a responsibility to:
  - take materials to class;
  - complete and turn in assignments on time and give every task their best effort.
- Every student has a right to be safe and secure in the school community.
- Every student has a responsibility to respect the security of others and deal with conflict in an appropriate manner.
- Every student has a right to expect reasonable and socially responsible behaviour from others.
- Every student has a responsibility to treat themselves and others with respect by speaking and acting in a socially responsible manner.
- Every student has a right to a positive learning environment.
- Every student has a responsibility to follow class rules by:
  - being seated by the time class starts;
  - listening attentively and following directions;
  - giving others an opportunity to learn;
  - remaining in class until dismissed by the teacher;
  - moving through the buildings in an orderly manner.
- Every student has a right to be part of a school of which they can be proud.
- Every student has a responsibility to take pride in the school by helping maintain the campus, the buildings, and all materials and equipment.
- Every student has a right to his/her good name.
- Every student has a responsibility to respect the reputation of others.

### *Detention, Suspension, and Expulsion*

When positive redirection fails, and as incidents warrant, including a disregard for classroom rules and/or handbook regulations, a variety of consequences including detention, suspension or expulsion may result.

- In some instances, the loss of a specific privilege at school is sufficient disciplinary consequence. This is determined by the misbehaviour and decided by the Headmaster or their designee.
- Missed break time or losing privileges may be assigned during school hours at breaks and/or lunch or after school hours as necessary. This is also in keeping with the understanding that breaks are an important part of student learning and should only be impacted if there are no other alternatives.
  - If assigned by a teacher, the detention is generally held in his/her classroom.
- For more serious issues, suspensions can follow and maybe issued as in or out of school as determined by the Headmaster or their designee.
  - The student is responsible for obtaining and completing any assignments during the period of absence due to suspension.
  - A student may not be on campus for any event during a suspension.
- Indefinite suspension may be used after the previous suspension(s) have not been effective in modifying student behaviour.
- Expulsion (mandatory withdrawal from the school) may be the consequence of serious and/or repeated infractions. Expulsion excludes the student from ever being on campus again.

### *Bullying*

CIPS defines bullying as student behaviour that includes elements of being targeted, one-sided, malicious and intentionally repeated towards another student or students. Forms of bullying include, but are not limited to,

physically hurting another person, social exclusion, name-calling, gossip and rumours, stealing or breaking other's property and harassment based on gender, ethnicity, race, etc. These are forms of bullying whether they occur in person or on the internet.

Any confirmed offence will result in disciplinary consequences including suspension and/or eventual expulsion from the school. There is no excuse for intimidating or harassing another person.

It is an expectation that every student and parent/guardian adhere to the counter-bullying agreement. See [Appendix Three: Counter Bullying Agreement](#) to discuss and share with your children.

### *Discrimination*

Clavis is a safe environment where multi-cultures, multi-ethnicities, multi-faiths, and multi-abilities interact through acceptance and mutual respect and understanding. All students will be treated respectfully regardless of their backgrounds, abilities, or gender. Any form of discrimination or harassment is not acceptable and any person found to maliciously engage in this behaviour will result in disciplinary consequences including suspension and/or eventual expulsion from the school.

### *Academic Integrity/Honesty*

Honesty in schoolwork requires that students do their own work. To take ideas, writing or thoughts from someone else and pass them off as one's own is plagiarism and is considered a violation of academic integrity and honesty. Plagiarism means submitting words or ideas that are not your own without acknowledging and giving credit to the original author. This includes copying another student's work or assignment in whole or in part and submitting it as your own. This also includes the use of AI programmes (such as ChatGPT) to complete or create work in whole or in part. Ideas, revisions, art, or any other artificially created products must be clearly acknowledged and credited whenever those services are used.

### *Parent Behaviour on Campus*

Staff must follow behaviour guidelines and codes of conduct as explained to them in the CIPS Staff and Faculty Handbook. All visitors, including parents, guardians, and caregivers, are expected to demonstrate and model appropriate behaviour when on school grounds. All interactions between adults must be respectful and courteous. Any type of aggressive, threatening, or hostile behaviour directed at other visitors or school staff will not be tolerated. This includes any forms of harassment such as personal, discriminatory (eg, racial, gender, religious, disability, sexual, age), psychological, verbal abuse, sexual, or cyberbullying. No person should ever be subject to any of these behaviours under any circumstances. A display of any of these behaviours towards visitors or staff will result in either a warning, banning from school grounds, or the permanent withdrawal and deregistration of the family and their children from the school.

If any of these behaviours are directed at a child, the same consequences will be applied, including the involvement of the police or other local authorities, such as the Child Protection Unit.

### *Child Protection Laws and Parent Behaviour off of Campus*

#### *Mauritian Laws and the Children's Act 2020*

*The Children's Act 2020* replaced the *Child Protection Act (1995)* in January 2022. It expands on the legal requirements, expectations, and rights that all children in Mauritius are entitled to have. The *Act 2020* aligns with international standards on children's rights such as the *African Charter on the Rights and Welfare of the Child* (African Children's Charter) and the *United Nations (UN) Convention on the Rights of the Child (CRC)*. The full Act can be downloaded from: <https://mauritiusassembly.govmu.org/Documents/Acts/2020/act132020.pdf>

Central to the Act are principles surrounding the best interest of a child. It says that, "the best interests of a child shall, in respect of any matter concerning the child, be paramount and be the primary consideration by any person, court, institution or other body." The school will follow these legal safeguards for children **as a minimum**. Should any staff member be aware or suspect that a child's mental and/or physical well-being and health are at risk or

compromised under the custody of a parent or guardian, then reactive measures must be taken. These steps will range from getting the involvement of school counsellors, meetings with parents, and/or the mandatory involvement of official authorities and the Child Protection Unit, as examples. If a parent or guardian is causing (or suspected of causing) harm to their child/our student, then the school will do whatever it takes to protect that child.

## AFTER-SCHOOL / EXTRA-CURRICULAR ACTIVITIES

Outside of the standard framework of the educational curriculum, Clavis seeks to provide opportunities for students to learn new skills and ignite new passions. Extracurricular activities are a vital element in any child's development, often building on lessons and learnings that begin during school hours. The school organizes optional after-school activities each term which run for the duration of that term. A list of activities to be offered is announced each term with the respective fees and charges. Activities offered may include opportunities such as arts & crafts, football, athletics, computers, archery, drama, music tuition, or foreign languages, as some examples. If parents have ideas or would like to propose an extra-curricular activity to run after school, they should speak to school administration about guidelines and expectations.

## HOME-SCHOOL COMMUNICATION AND ENGAGEMENT

Clear and regular communication between families and school is a high priority at Clavis. Families will receive notices and updates throughout the year about classroom and school events, policies, and information relevant to our community. The majority of communication about classroom and school updates will come through Toddle or the Clavis Chronicle newsletter (whole school) which is emailed to families. For specific contact with individuals between parents and the homeroom teacher, this will be done through Toddle (or sometimes email). Between parents and school administration, this will be done through email or phone. See the section [The Learning and Teaching Programme / Sharing Learning](#) to understand the other formats that Clavis uses to communicate learning.

### *Parent Visits to the Classroom*

During the school year, parents are welcome to visit the classroom "at work". Please contact the class teacher in advance before making classroom visits. Discussing a student should not happen during teaching and preparation times, particularly without warning. Parents must respect these important times. Meetings with teachers should be scheduled to avoid teaching and learning disruptions. Discussion about your child should be avoided when other students or parents are present. If parents must contact their child during the day, or a classroom teacher, and have not made prior arrangements, parents should contact the school office for assistance, who can then relay the information or message. Do not go directly to the classroom during school hours. This will disrupt the learning of others. Parents must never interfere or stop the teaching and learning taking place by the teacher.

### *Parent Questions, Issues, and Concerns*

When questions, issues or concerns arise throughout the year, parents are strongly encouraged to first speak with the appropriate teacher. The vast majority of questions and misunderstandings are solved by asking questions and seeking clarification. Families come from different backgrounds and the image of what a school is about can vary widely from person to person. If parents have a question, go directly to the source by contacting staff in person (arranging a time to talk in advance) or by phone or through email. While some parents will often seek out the Head of School, another administration staff, or a Parent-Teacher Association (PTA) representative, this is often inefficient and creates misunderstandings or wastes time. That person must then act as an intermediary between the parent and the person who is best suited to answer your question or concern. Please consider communicating with the following people depending on questions or concerns.

### Clavis Contact Guide

Contact Person	Questions or Concerns About
Homeroom Teacher	Classroom learning, classroom/year level events, behaviour (your child or others), teaching assistant, reports, accessing online programmes, home learning, student progress, field trips

Specialist Teacher	Specialist subject learning, behaviour or incidents that occurred during specialist class, subject curriculum
Year Level Team Leader / Lower Years Coordinator	A year-level teacher, year-level teaching assistant, year-level curriculum, unsatisfactory answers/feedback from the homeroom teacher
Specialist Team Leader	A specialist teacher, specialist teaching assistant, subject curriculum, unsatisfactory answers/feedback from a specialist teacher
Inclusion Team Leader	Learning support, EAL, counselling
PYP Coordinator	School-wide written and taught curriculum, IB and PYP information, authorization
Deputy Headmaster	Teacher or teaching assistant concerns not appropriate for team leader, behaviour issues unable to be resolved by the teacher or team leader, PSAC testing and preparation, duty supervision
Accounts Manager	School fees, scholarships, refunds
PTA Representative	School store, PTA events
PE Team Leader	Sports competitions, coaching
Administration	Extra-curricular / After-School Activities
Nurse	Health policies, injuries/illness when teacher not involved
Secretary	Admissions, enrolment, school calendar, school tour bookings, appointments with Head of School
Receptionist	General inquiries
IT Manager	Toddle/IXL/RAZ-Kids when an issue is unable to be resolved by the teacher
Chief Operations Officer	Bus, traffic, canteen, security, campus safety, maintenance, school operations (non-educational)
Head of School	Leadership or administrative staff, unresolved or unsatisfactory feedback from other contact people, policy questions, schedule issues, strategic and long-term planning, facilities development

### *Legal Status of Guardianship*

All communication about a student will only take place with either or both biological or adoptive parents who are registered with the school. Communication can be shared with individuals beyond the student's parents or legal guardians only with expressed written permission from the parents/guardians or through a provided written court order. Communication and contact will not be withheld from any student's parent unless a written court order is provided to the school that expressly forbids this.

### *Authorisation of Temporary Guardianship*

Legal guardianship to assume all parental rights and responsibilities does require legal authorisation when the custodian is not a child's biological or adoptive parents; however, a court document is not required for temporary guardianship, where the child is under the care of an appointed friend or relative for a short amount of time.

When it is a brief time (eg a few days or less), the parents/legal guardians should provide the temporary caregiver with emergency contact information and medical information, and inform the school if their child will be under somebody else's care. It is also recommended practice to provide a note or letter authorising the caregiver to make certain decisions or seek medical treatment for the child in the parent's short absence.

However, in cases where the care and welfare of a child is temporarily authorised to a family friend or relative for an extended period of time (ie, more than a few days and less than six months), the school requires that a *Temporary Guardianship Agreement* is signed between the parent/legal guardian and the temporary guardian. The agreement stipulates who has authority to make decisions regarding education, health/medical, and general welfare/legal matters, and states the dates when the temporary guardian can make those decisions. A copy of this signed agreement must be given to the school. See [Appendix Ten: Appointment of Temporary Guardianship](#) for an example of this type of agreement.

## SCHOOL UNIFORM AND SCHOOL SHOP

Pupils should conform to the appropriate school uniform rules at all times and have a sense of responsibility and respect in ensuring that all personal belongings are properly cared for and labelled with their name and class.

*The daily school uniform consists of:*

Pre-Reception and Reception	Year 1 to Year 6
<ul style="list-style-type: none"> <li>• Clavis PE shorts</li> <li>• Clavis polo shirt</li> <li>• Safe, good traction, closed-toe shoes suitable for play</li> <li>• Clavis red jumper (recommended)</li> <li>• Clavis skirt, formal trousers, and shorts (optional)</li> </ul>	<ul style="list-style-type: none"> <li>• Clavis blue shorts, skort, or skirt</li> <li>• Clavis shirt or polo shirt with logo</li> <li>• Clavis red jumper/vest with logo</li> <li>• Plain white socks above ankles</li> <li>• Plain dark shoes or plain-coloured trainers</li> </ul>

*The PE uniform* is to be worn only on PE days. It should not be mixed with items from the daily school uniforms.

Pre-Reception and Reception	Year 1 to Year 6
<ul style="list-style-type: none"> <li>• Clavis PE shorts</li> <li>• Clavis polo shirt</li> <li>• Safe, good traction, closed-toe shoes suitable for play (Velcro recommended)</li> <li>• Clavis school cap</li> <li>• Clavis red jumper (recommended)</li> </ul>	<ul style="list-style-type: none"> <li>• Clavis polo or t-shirt with logo</li> <li>• Clavis blue sports shorts or tracksuit</li> <li>• Trainers / running shoes</li> <li>• Clavis school cap</li> </ul>

*On swimming days (not Pre-Reception):*

Reception to Year 6
<ul style="list-style-type: none"> <li>• Clavis swimsuit, trunks or wetsuit</li> <li>• Swimming cap</li> <li>• Trainers should be worn to school, but “flip-flops” or sandals that are suitable to get wet may be brought for wearing at the pool only</li> <li>• Generally, to ease changing, students should come in their Clavis PE kit. Teachers will update families on any additional requirements.</li> </ul>

### *Additional Items and Requirements*

- Speciality shoes that present any safety concerns (eg, hard-cleated shoes, wheels) or are a learning distraction (eg, illuminates, makes noises) are not allowed
- CIPS does not offer heavy winter coats or rain jackets as part of its uniforms. Students can wear personal coats and jackets for severe cold or rainy weather provided they are not adorned with distracting or attention-seeking logos, imagery, or colours that significantly stand out from the solid colours and styles of the other CIPS official clothing.
- Students should have a suitable bag. Do not purchase unnecessarily large packs or packs with wheels. Bags must fit in the provided classroom space and should be able to be carried comfortably and independently by each child.
- A container and water bottle is needed for lunch and snack. Make sure that these are items that children can open and close independently and will not leak. An optional Clavis lunch bag is available in the school shop.
- The Clavis school cap is highly recommended for health and safety reasons each day when outside, along with sunscreen protection.
- The Clavis library pouch and the apron for art lessons are compulsory for all students.
- Students may wear small stud earrings as the only jewellery. Due to safety concerns and to limit distractions in class, students are advised not to wear rings, bracelets or other jewellery. Hairstyles or nail polish that can distract from learning is not permissible.
- **All personal items must be clearly labelled with the student’s name and class.**



If a student is not able to wear the proper uniform for any reason, parents must inform the homeroom teacher to get permission.

### *The School Shop*

The official Clavis school uniform and school items are available in the PTA School Shop on campus. Order forms are also available from the school website (<http://www.clavis.mu>) and examples can be found in [Appendix Four: CIPS Uniform Examples](#). The school shop is generally open during the school's regular opening hours, as well as during posted holiday times; however, families should prearrange their visits and have an appointment to ensure the shop operator will be available and we do not have multiple customers at once. Families are encouraged to shop online whenever possible. To view and order your uniform items, please visit the online store on <http://www.stayhome.mu/en/store/Clavis/862793>. Families are asked to please bring their own bags to carry away any items purchased.

## THE PARENT-TEACHER ASSOCIATION (PTA)

Our active parent group supports the development of a sense of unity and community among parents, faculty, administration, students and staff by cooperating in different capacities to enrich the lives of the students and guide parents toward a better understanding of the aims and philosophy of Clavis. The achievement of these aims relies upon the cooperation of every parent.

All parents of students enrolled at Clavis are automatically members of the Parent-Teacher Association. It is an important part of our school community and we encourage all parents to get involved and support PTA activities throughout the year. An established Constitution and By-Laws are followed. Parent leadership elections from the entire parent population are held every two years or at the discretion or need of the PTA administration.

## TRANSPORTATION AND BUS SERVICES

### *School Bus Services*

Bus (van) transportation to and from Clavis is available through private individual drivers. The services provided are a contract between the operators and parents, and Clavis does not oversee its operations, including student behaviours on the vehicles. Some vans also transport older students at LBIS along with Clavis students and, in some circumstances, students might change vans after leaving Clavis when students are picked up at LBIS. It is the parent's responsibility to inquire about their child's transportation routes and additional passengers. To operate from Clavis school grounds, the school requires that operators are licenced and insured, have seatbelts for passengers, and have appropriate supervision during transportation. Parents are not restricted to the use of the service and are welcome to investigate alternative bus/van transport services should they desire at their own expense and risk. The transportation service is a privilege, not a right, and drivers are encouraged to suspend or remove services to students who cannot follow ridership rules. Clavis expects students to behave in a manner that is in line with school rules when riding on any bus. If there are any concerns or issues with your child's bus, please contact the bus driver directly. If parents are not able to resolve the issue, parents are encouraged to contact the Chief Operations Officer at Clavis who may be able to help mediate a resolution.

If your child is a regular van rider but will not be taking the van to school or home for any reason one day, parents must inform the van driver and homeroom teacher. At dismissal time, vans will not leave until they have all students they are expecting.

An extensive overview of the roles and responsibilities for operators/drivers, students, parents, and CIPS can be found in [Appendix Eight - Shared Expectations and Responsibilities for School Bus/Van Usage](#).

### *Bagatelle Shuttle Service*

The school makes arrangements for an after-school shuttle service to ferry students to the Bagatelle Mall parking lot, near the school. This is to help alleviate traffic congestion that can occur around the school during dismissal times. This is a paid service that is currently subsidised by the school. The cost and availability of the service is regularly evaluated and at the discretion of the school. Operators of this service must follow the same expectations as the school bus services explained above.

### *Driving and Parking Behaviours*

The school provides spaces on the campus premises for the use of vehicle parking, and the designation of who can park in these spaces and when is at the school's discretion. The school takes a duty of reasonable care that the conditions of the premises are not a source of danger; however, parking and its use are at the user's risk. The school takes no obligation to monitor or guard the contents of the parking facility, and the school shall have no responsibility or liability for any damage to property by or as a result of the use of the parking facilities (or substitute parking) by users, whether by theft, collision, criminal activity, or otherwise. The use of parking facilities shall be at the sole risk of the users.

Private vehicle drivers and parents must adhere to school driving and parking requirements. Individuals will be reported to authorities if in violation of safe driving practice. All drivers must proceed carefully and slowly on campus and outside the school at all times. Everyone is required to follow the directions of the school's security guards, attendants, and staff. Anyone driving unsafely or not being respectful or courteous to staff, students, and other parents will not be allowed to park on school grounds. Please also see the above [Parent Behaviour Expectations](#) for further guidelines.

### *Parking Facilities Availability*

The school has limited parking spaces and does not have enough room to accommodate multiple year levels simultaneously. As a result, a combination of bus services, after-school activities, and staggered dismissal times are in place to support the traffic and parking demands. Please note the following during afternoon dismissal times:

1. Pre-Reception, Reception, and Year 1 parents have priority access to the parking lot until 14:10 on Monday to Thursdays and until 12:05 on Fridays.
2. Year 2 to Year 6 parents will be free to park in the lots after 14:10 on Mondays to Thursdays and after 12:05 on Fridays.
3. Parents from all year levels are encouraged to park in the lower roadside parking below the canteen at any time or use this area as a waiting area until their child's pick-up time.

## **GENERAL CAMPUS RULES AND REGULATIONS**

### *Visitors on Campus*

Visitors to the school generally fall into four categories: parents, professional visitors, family applicants, and contract labourers. Parents who wish to visit a classroom should be referred to the administration office unless previously cleared and/or invited by the classroom teacher. Parents should be encouraged to participate in the life of the school where possible but must not drop into learning areas unannounced to prevent disruption to student learning. Anyone arriving on campus outside the pick-up and dismissal times must go through security protocols and register at the front gate before going to the reception.

### *Leaving Campus*

Students are to remain on campus at all times during the school day. If students must leave the campus for health reasons, the school nurse will call parents. If a parent wishes to take their child out of school before the regular dismissal time, the parent must notify Ms Naseemah, the Reception Secretary, and the homeroom teacher. The student may be picked up from reception or the nurse at the designated time. Parents are asked not to go directly to the classroom during instructional time to get a student, but instead are to wait in reception until their child is brought to them. When leaving the campus with their child(ren), parents must ensure they have signed the Early



Departure Book in the Reception office. If the child is a van rider, parents must ensure the van driver has also been informed.

### *Damaged or Lost School Property*

Parents of students will be charged for school property that is lost or damaged by a student. Parents should contact the Library staff to inquire about the cost of missing or damaged books.

### *Cubbies*

Depending on year levels, students will have a cubby or bag space allocated to them in their homeroom class. Students should not keep any valuable items in their cubby as the school will not be responsible for any valuables that go missing including jewellery, money, mobile phones, games, etc. Unfortunately, even in the best of schools, there are people who will make poor choices and may not respect the belongings of others.

### *Mobile Phones and Other Electronic Devices*

Non-essential items are strongly discouraged from being brought to Clavis, as they can distract from learning and can become broken, lost, or stolen. Should a student bring mobile phones, electronic devices or items of value to the school, Clavis assumes no responsibility for replacing these items if lost, stolen, or damaged.

Mobile phones should never be used or be taken out of school bags during the day, as phones are available at Reception and in some year levels should a student need to use one. If mobiles are seen during the day, the student will be asked to put it in their cubby/bag. Upon further use, the phone will be confiscated and can then be picked up by a parent from the teacher or office. There are times when personal mobile devices will be used to support learning during class time and the teaching staff will make it clear when it is appropriate to use such devices.

### *Gum, Candy and Carbonated Drinks*

To maintain our facilities, Clavis is a gum-free campus. Candy and carbonated drinks are not permitted for sale to students on campus. Clavis promotes good nutrition and health sense and discourages students from bringing these food items to school. Parents are asked to encourage a healthy lifestyle and eating practices both in and out of school.

### *School Phone Use*

The use of school phones for students is restricted to emergencies. A phone is available for student use with permission in the Reception Office or some classrooms. School phones are not for making personal arrangements (eg, play dates).

### *Smoking and Substance/Alcohol Abuse*

Smoking anywhere on campus is prohibited for everyone. Any parents suspected of being under the influence of drugs or alcohol while on campus will be reported to legal authorities immediately. Any behaviour that could put the health or well-being of anyone at risk is forbidden.

### *General School Safety*

Students are expected to abide by all safety procedures and behaviours explained by staff and teachers. A student should never be alone or unsupervised in any area on campus.

### *Animals and Pets on Campus*

Animals and pets should not be brought onto the school's campus without prior approval. If for learning purposes, a request is made to bring an animal on campus or into the building, then prior approval must be granted from a member of the leadership team. Bringing animals on campus can potentially serve as a safety risk for people due to aggressive behaviours by the animal or due to allergies. Additionally, the animal's welfare must be considered and they should not be subjected to treatment or situations that could cause them stress or anxiety.

# DATA PROTECTION POLICIES

## *Personal Data*

Clavis collects and uses personal information about staff, pupils, parents and other individuals who come into contact with the school. This information is gathered in order to enable the school to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure that the school complies with its statutory obligations.

Schools have a duty to be registered, as Data Controllers, with the Data Protection Office (DPO) of Mauritius detailing the information held and its use. Clavis and its employees do everything within their power to ensure the safety and security of any material of a personal or sensitive nature, including personal data. It is the responsibility of all members of the school community to take care when handling, using or transferring personal data that it cannot be accessed by anyone who does not a) have permission to access that data and b) need to have access to that data.

All student and family data and information used or collected as part of the Toddle platform (for items such as reports, attendance, student portfolios, and home-school communication), follows international standards of privacy and data protection. Information about how privacy is maintained at Toddle can be found at <https://www.toddleapp.com/privacy-center> and Toddle data protection and privacy policies, including their compliance with the Children's Online Privacy Act and the Family Education Rights & Privacy Act, can be found at <https://www.toddleapp.com/privacy-policy>.

## *Photographs and Video*

Each student's work and school life are regularly captured on digital images and video. This is a requirement for documenting the learning progress in student portfolios on Toddle. In some situations, pictures are used as part of the learning or inquiry cycle to aid in learning and might be posted within a student's classroom. Additionally, in many instances, teachers will video or photograph students as part of their assessment process and procedures, documenting student skills or activities as part of the teacher's evaluation or for student self-reflection. Situations like these are a condition of enrolment at Clavis. Except for images and videos that have been uploaded onto each student's private Toddle account, all others should be deleted by staff and the school at the end of the year if no longer required. Without consent, the school does not have the right to retain or use student images beyond teaching and learning purposes. See [Appendix Five: Digital Acceptable Use Policy and Consent Form](#).

In cases and situations where photographs or images can easily identify a student, these should never be accessible outside of the school community without parent permission or consent. For example, if it is publicly accessible on the Internet, in newsletters, or it is to be publicly published. All students have the right to keep their images private.

There are situations when parents are invited on campus for special events such as music concerts or sports events. Often, pictures of their child may contain other children in them as well. Unless given permission, parents should make every effort to ensure that photographs or videos that contain identifiable images of other students are not made public. Any visitors or parents explicitly taking pictures of other children will be reported to the parents of those children and to legal authorities due to child protection concerns.

APPENDIXES

Appendix One: Academic Calendar (subject to change)

Clavis International Primary School – 2024											
January	February	March	April	May	June	July	August	September	October	November	
1 New Year's Day	1 Abolition of Slavery	1 Early Dismissal for Students	1	1 Labour Day	1 Year 6 Trip Rodrigues	1	1	1	1	1 All Saints Day (not national holiday)	
2 New Year's Holiday	2 Parent-Teacher Conferences	2	2 End of Term 1 Early Dismissal for students	2	2 Year 6 Trip Rodrigues	2	2	2	2	2 Arrival of indentured Labourers	
3	3	3	3	3 Early Dismissal for Students	3 Mid-Term Break	3	3	3	3 Sports Day	3	
4	4	4	4 Year 5 Camp	4	4 Mid-Term Break	4	4	4	4 Mid-Term Break	4	
5	5	5	5 Year 5 Camp	5	5	5 Early Dismissal for Students	5	5	5 World Teachers Day	5	
6	6	6	6 Year 5 Camp	6	6	6	6	6 Early Dismissal for Students	6	6	
7	7	7	7	7	7 Early Dismissal for Students	7	7	7	7 Mid-Term Break	7	
8 Staff In-Service (no school)	8	8 Maha Shivaratri	8	8	8	8	8	8 Ganesh Chaturthi	8	8 Early Dismissal for Students	
9 Staff In-Service (no school)	9 Early Dismissal for Students	9	9 Ugadi	9	9	9	9	9	9	9	
10 In-Service/Parent Session/New Students	10 Chinese Spring Festival	10	10 Eid al-Fitr (TBC)	10 Early Dismissal for Students	10	10	10	10	10	10	
11 Start of Term 1 for all students	11	11 Flag Raising Ceremony (half day)	11	11	11	11	11	11	11 Early Dismissal for Students	11	
12 Early Dismissal for Students	12	12 Independence and Republic Day	12	12	12	12 End of Term 2 Three-Way Conferences	12 Staff In-Service (no school)	12	12	12	
13	13	13	13	13	13 Early Dismissal for Students	13	13 Start of Term 3	13 Early Dismissal for Students	13	13	
14	14	14	14	14	14	14	14	14	14	14	
15	15	15 Early Dismissal for Students	15	15	15	15	15 Assumption of Mary	15	15	15 End of Term 3 Early Dismissal for Students	
16	16 Early Dismissal for Students	16	16	16	16	16	16 Early Dismissal for Students	16	16	16	
17	17	17	17	17 Early Dismissal for Students	17	17	17	17	17	17	
18	18	18	18	18	18	18	18	18	18 Early Dismissal for Students	18 Staff In-Service (no school)	
19 Early Dismissal for Students	19	19	19	19	19	19	19	19	19	19 Staff In-Service (no school)	
20	20	20	20	20	20	20	20	20 Early Dismissal for Students	20	20	
21	21	21	21	21	21 Early Dismissal for Students	21	21	21	21	21	
22	22	22 Early Dismissal for Students	22 Staff In-Service (no school)	22	22	22	22	22	22	22	
23	23 Early Dismissal for Students	23	23 Start of Term 2	23	23	23	23 Early Dismissal for Students	23	23	23	
24	24	24	24	24 Early Dismissal for Students	24	24	24	24	24	24	
25 Thaipusam Cavadee	25	25	25	25	25	25	25	25	25 Early Dismissal for Students	25	
26 Early Dismissal for Students	26	26	26 Early Dismissal for Students	26	26	26	26	26	26	26	
27	27	27	27	27	27	27	27	27 Early Dismissal for Students	27	27	
28	28	28	28	28	28 Early Dismissal for Students	28	28	28	28	28	
29	29	29 Early Dismissal for Students	29	29	29	29	29	29	29	29	
30		30		30 Year 6 Trip Rodrigues	30	30	30 Early Dismissal for Students	30	30	30	
31		31 Easter		31 Year 6 Trip Rodrigues Early Dismissal for Students	31	31	31	31	31 Diwali	31	
	National Holiday		School Holiday (school closed)		School Holiday (staff work day)		Weekend		TBC = To Be Confirmed		

## Appendix Two: CIPS Behavioural Guidelines Chart

### Behaviour Guidelines with Possible Consequences

The CIPS behaviour guidelines are intended to create consistency across the whole school from Pre-Reception to Year 6, while allowing common sense to determine the appropriate consequences for an action. As a school, one of our responsibilities is to help students make good behaviour choices as part of their holistic development. We accomplish this by reinforcing positive behaviours, but also by correcting inappropriate behaviours in a way that maintains dignity and allows for additional opportunities to 'make the right choice'.

Behaviours that warrant addressing	Possible consequences may include:
<b>Level 1 (Minor infractions)</b> <ul style="list-style-type: none"> <li>Tardiness/lateness or non-attendance to class</li> <li>Dress Code violation</li> <li>Littering</li> <li>Chewing gum</li> <li>Unauthorised mobile phone use</li> <li>Unauthorised use of prohibited spaces</li> </ul>	<ul style="list-style-type: none"> <li>Student receives a verbal warning for correction</li> <li>Information added to the student's files</li> <li>Homeroom teacher is alerted</li> <li>In school break detention</li> <li>Notice sent home</li> <li>Community service</li> </ul>
<b>Level 1 (Behaviour for learning infractions)</b> <ul style="list-style-type: none"> <li>Disrupting the learning of others</li> <li>Non-compliance to instructions</li> </ul>	<ul style="list-style-type: none"> <li>Student receives a verbal warning for correction</li> <li>Information added to the Student Information System</li> <li>Elementary team leader alerted to the infraction</li> <li>Break detention</li> </ul>
<b>Level 2</b> <ul style="list-style-type: none"> <li>Repeated minor infractions (Level 1)</li> <li>Inappropriate use of language, swearing, cursing</li> <li>Inappropriate use of technology</li> <li>Disruptive bus behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Parent contacted to highlight the behavioural incidents</li> <li>Information added to file</li> <li>Possible conference with teacher</li> <li>In-school detention (1-3 days)</li> <li>Possible suspension from the school bus use (1-3 days) with a letter home and on file</li> <li>Letter home; student file letter</li> <li>Independent Student Behaviour Plan activated</li> <li>Team Leader contacted</li> </ul>
<b>Level 3</b> <ul style="list-style-type: none"> <li>Repeated Level 2 infractions</li> <li>Direct defiance to faculty or staff request</li> <li>Deliberate damage to property or graffiti / vandalism</li> <li>Inappropriate language to faculty or staff</li> <li>Leaving campus without authorization</li> </ul>	<ul style="list-style-type: none"> <li>Team Leader Parent Conference</li> <li>Admin and teacher conference with parents</li> <li>In-school suspension 1-3 days; letter on file</li> <li>Out of school suspension 1-3 days; letter on file</li> <li>Possible suspension from the school bus 1-5 days; letter on file</li> <li>Letter home; student file letter</li> <li>Individual Student Behaviour Plan activated (SBP)</li> <li>Behavioural Probation Contract (Admin Team lead)</li> </ul>
<b>Level 4</b> <ul style="list-style-type: none"> <li>Repeated level 2 or 3 infractions</li> <li>Theft</li> <li>Plagiarism/academic dishonesty</li> <li>Physically threatening comments or gestures</li> <li>Harassment/Racism</li> <li>Bullying, including Cyber-bullying</li> <li>Fighting</li> </ul>	<ul style="list-style-type: none"> <li>Admin and Teacher conference with parent</li> <li>Information added to the student's files</li> <li>In-school suspension 1-3 days; letter on file</li> <li>Out of school suspension 1-3 days; letter on file</li> <li>Disruptive bus behaviour-could result in permanent suspension from bus service; letter on file</li> <li>Loss of student privileges</li> </ul>

	<ul style="list-style-type: none"> <li>• Loss of extracurricular participation</li> <li>• Parent School Behaviour Agreement Contract</li> <li>• Admin/Counselor probationary meetings</li> </ul>
<b>Level 5</b> <ul style="list-style-type: none"> <li>• Repeated level 2, 3 or 4 infractions</li> <li>• Altering/tampering with school records, tests, etc.</li> <li>• Physical attack on another person</li> <li>• Violation of school guidelines that endangers the reputation of the school or other students</li> <li>• Possession of weapons or dangerous objects</li> </ul>	<ul style="list-style-type: none"> <li>• Admin conference with parents</li> <li>• Information added to the student's files</li> <li>• Parent School Behaviour Agreement Contract</li> <li>• Out of school suspension and suspension from all school activities 1-5 days; letter on file</li> <li>• Possible suspension from school activities for the next term</li> <li>• Suspension and probable expulsion; student record file</li> <li>• Expulsion; permanent student record file</li> </ul>

*Receipt of the CIPS Family Handbook and enrolment indicates your agreement to all contents of the handbook, including the Behaviour Guidelines.*

### *Appendix Three: Counter-Bullying Agreement*

It is only realistic to recognise that bullying behaviour can find its way into any community at any time. It is therefore all the more important that we should affirm that we believe that:

- Everyone's individuality should be valued and respected.
- Everyone has a right to live free from fear and intimidation.
- Bullying should not be tolerated.
- In order to ensure that no one should suffer in this way, communication between students and staff (both academic and non-academic) is most important. Everyone has a responsibility to ensure that no one engages in bullying behaviour.
- If you, or someone you know, is suffering in this way, please report this to any teacher, counsellor, or supervisor
- An account will be kept of incidents and the staff will undertake to handle this information discreetly and endeavour to help all those involved.
- In investigating incidents, any student may be asked to write about what happened. This does not imply that a student is guilty of misconduct.
- If there is no improvement in the behaviour, despite warnings, of an individual involved in such an incident, or if the behaviour is particularly severe, that student's parents will be involved.
- If, after this, the student's bullying behaviour persists, that student may be asked to leave the school.
- Bullying may be verbal, psychological, physical or cyber and is taken very seriously at Clavis International Primary School and will not be tolerated in any form whatsoever.

If you are a victim of bullying or if you observe incidents involving others you must tell any member of staff immediately who will then take the appropriate action.

When staff, students and parents work together, bullying is less likely to happen.

#### **Counter-Bullying Agreement**

*Receipt of the CIPS Family Handbook and enrolment indicates your agreement to all contents of the handbook, including the Behaviour Guidelines.*

*Appendix Four: CIPS Uniform Examples (subject to availability)*



CIPS Polo



CIPS Long Sleeve



CIPS Vest



CIPS Hooded



CIPS Trousers



CIPS Shorts



CIPS Art Apron



CIPS Library Bag



CIPS Socks



CIPS Cap



CIPS Lunch Bag



## Digital Acceptable Use Policy

This document contains information which requires parent understanding and consent. For responsible use of the Internet, this also requires the student's understanding and signature. Please read carefully and complete as required for the following agreements:

- 1. Permission for External Use of Student Images and Work (page 1)**
- 2. Responsible Use of the Internet (page 2)**
- 3. Student Email Usage (page 3)**

### Permission for External Use of Student Images and Work

Often, images of students for school and family use, and those that appear in publication are a source of pleasure and pride that can enhance the students' experience and self-esteem. While there can be a risk to a child being targeted, if reasonable steps and precautions are taken with the use of student images, we greatly minimise any such risk. We hope parents will feel safe in the discretions the school will take in safeguarding our students while supporting the school to use student work and/or images to celebrate their achievements and promote the school. In the event of any student images being accessible to those outside of the school, children's names will never be used unless authorization is explicitly given by parents or guardians to do so.

### Consent

The image of a child is personal data for the purpose of the Mauritian Data Protection Act (2017). It is a requirement that consent is obtained from the parent of a child or young person under the age of 18 years for any photographs or video recordings of that child for purposes beyond the school's core educational function.

Parents who accept a place for their child at Clavis are invited to agree to the school using images of him/her as set out in this policy. By signing the Acceptance Contract, parents are giving consent during a student's time at the school. Parents who wish to withhold or subsequently withdraw consent should contact the school in writing.

The School recognises that children have their own rights under the Data Protection Act, including the right to give or withhold consent to the use of their personal data, and to be informed about its use. A record of students for whom consent has not been given will be held by administration staff and made known to a student's teachers.

### Use of cameras and other filming equipment by parents and visitors

Parents and visitors must obtain permission from a school administrator before taking images that may include children that are not their own. Parents and visitors are only permitted to take photographs or to make video recordings for their own personal use. Recording and/or photographing other than for private use would require the consent of the other parents or guardians whose children may be captured on film, without which the Data Protection Act would be breached. Images which may identify other students should not be made accessible to others via the internet or published in any other way.

Parents and visitors may be asked, from time to time, to refrain from taking photographs or recordings of students should the school decide that the taking of such photographs or recordings may compromise the safety and/or welfare of a student or students. The School reserves the right to refuse or withdraw permission to film or take photographs (at a specific event or more generally), from any parent who does not follow these guidelines, or is otherwise reasonably felt to be making inappropriate images.

### Use of cameras and other filming equipment by staff and volunteers

Staff and volunteers are permitted to take images of students only if such images are for use in contributing to the educational and broader aims of Clavis. Where possible, images should be taken using school equipment but where personal equipment is used the images should be loaded onto the school's IT system as soon as possible and deleted from the personal equipment.



If a member of staff or volunteer takes an image of a student whilst in his/her capacity as an individual, in his/her own time, in the capacity of parent or guardian, or as a parent or guardian of a friend of a student, it is the responsibility of that member of staff or volunteer to ensure that the image is appropriate, stored properly and does not breach any laws of Mauritius in its content or in the way it is used.

## Responsible Use of the Internet

The Internet is a global network that connects computers and users around the world. It provides school communities with enhanced opportunities to communicate, collaborate, research, and learn. The Internet brings together a huge array of resources suitable for education. Students at CIPS have access to Internet sites which have 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 for learning and to produce meaningful work for a variety of school-related purposes.

To provide staff with opportunities to improve their teaching and learning strategies through research, training and collaboration via the Internet.

### How students use Internet at CIPS

At CIPS, students can access the internet in the ICT lab during ICT lessons and in classroom with the tablets. 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 social media such as Facebook or WhatsApp require children to be 13 years or older to use their networks. Children and/or parents could unwittingly be involved in legal proceedings if using websites or networks with age restrictions.

The school has subscribed to a number of online resources which includes IXL ([www.ixl.com](http://www.ixl.com)), Reading A to Z ([www.raz-kids.com](http://www.raz-kids.com)), Toddle ([www.toddleapp.com](http://www.toddleapp.com)), and Britannica Online ([www.britannica.com](http://www.britannica.com)). Each of these, if being used in your child's year level, will require access through a username and password that must remain private for each child. Your child's teacher will provide directions on how to gain access to these resources when and if appropriate.

In order to use these online resources provided by the school, all students and parents must sign and agree to the Internet safety policy of the school, which includes the use of computers and tablets in school. The school reserves the right to deny these services to any user who fails to comply with this policy.

### Guidelines for independent and responsible use at home and school by children

1. *I will follow teacher instructions regarding the use of the Internet.*
2. *I will take great care with the computer equipment.*
3. *I understand that having Internet access is a responsibility and so I will make good use of my time when online.*
4. *I will work cooperatively when using the internet and make sure that everyone has a fair turn.*
5. *I will only access information that is needed for my work, or that I am interested in, with the permission of a teacher.*
6. *I will only use first names on the World Wide Web and e-mail communications and will not give out addresses or personal details about myself or anyone else.*
7. *I will make sure that any e-mail I send or web pages I write contain appropriate content.*

8. *I am not allowed to use someone else's network account.*
9. *I am not allowed to use my network account for non-school related activities.*
10. *I am aware that I must not go on social networks such as Facebook as it is recommended for children above 13 years.*
11. *I will maintain academic honesty and shall acknowledge all sources of information. I shall not cut and paste information or represent someone else's ideas and words as my own.*

## Student Email Usage Agreement

Clavis International Primary School will create an email address for every student registered at CIPS. The account will be an Organizational G-Suite Account (Google) and will be created as a student account owned by clavis.mu. The account name and password will be provided to each child and responsible parties accordingly. The same username will be used to access Toddle. Passwords can be reset upon request and responsible parties will be informed accordingly.

### Acceptable email use policy

Use of email by students of Clavis International Primary School is permitted and encouraged where such use supports the goals and objectives of the school. However, Clavis International Primary School has a policy for the use of email whereby the student must ensure that they:

- comply with national laws and regulations
- use email in acceptable and appropriate ways
- do not create unnecessary risk or disparage the school by their misuse of the Internet

### Unacceptable behaviour

While not an exhaustive list, the following behaviours by a student can be considered unacceptable:

- use of school communications systems for non-school or educationally related activities
- forwarding of school confidential messages to external locations
- distributing, disseminating or storing images, text or materials that might be considered indecent, pornographic, obscene or illegal
- distributing, disseminating or storing images, text or materials that might be considered discriminatory, offensive or abusive. This includes anything that might be seen as a personal attack, sexist or racist, or might be considered harassment or cyberbullying
- accessing copyrighted information in a way that violates the copyright or goes against Mauritian laws or regulations
- accessing school systems or resources without authorisation or using passwords and/or usernames that do not belong to them
- publishing or broadcasting unsolicited personal views on social, political, religious or other non-business-related matters
- transmitting unsolicited commercial or advertising material
- undertaking deliberate activities that abuses or misuses resources made available
- introducing any form of computer virus or malware into the school network or devices

### Monitoring

Clavis International Primary School accepts that the use of email is a valuable communication tool; however, misuse of digital communications can have a negative impact upon productivity and the reputation of the school.

In addition, the school's email resources are provided for educational purposes. Therefore, Clavis International Primary School maintains the right to examine any systems and inspect any data recorded in those systems.

In order to ensure compliance with this policy, the school also reserves the right to use monitoring software in order to check upon the use and content of emails and Internet use. Such monitoring is for legitimate purposes only and will be undertaken in accordance with an agreed and lawful procedure.

### Sanctions

Where it is believed that a student has failed to comply with this policy, they will face the disciplinary procedures. If the student is found to have breached the policy, they will face a disciplinary penalty ranging from a verbal warning to permanent dismissal from school. The consequence will depend on factors such as the seriousness of the breach and the student's disciplinary record.

### Agreement

All school students who have been granted the right to use the school's email services are required to submit a signed *Parent Consent Form* for student email confirming their understanding and acceptance of this policy.

## Parent Consent Form

**(Please print out, complete, and return to school)**

By signing below, you confirm that you:

- Have read and understood the expectations for taking pictures and using images of students while at school.
- Have read, understood, and agreed to the guidelines regarding acceptable use of the Internet.
- Have read, understood, and agreed to the student email policy and appropriate usage.
- Have discussed the acceptable use of the Internet and email guidelines with your child and they have understood and agreed to them.

### Parent or Guardian Authorization for use of Student Images

Please tick each box to give the school authority to permit your child's image to be used outside of the school in certain situations and circumstances. Items unsigned are deemed to not have permission.

☐ I give permission for work or images of my child to be shared with the International Baccalaureate. Work or images of my children may be submitted to the IB to use for training, promotional or other purposes in relation to the IB's activities or those related activities of which it approves. These materials may be modified, translated or otherwise changed to meet the IB's purposes and will be anonymized to protect my child's identity.

☐ I give permission for work or images of my child to be allowed in printed publications what may be seen by others outside of the school. This may include such things as news articles or school promotions that may also be reproduced digitally. These materials may be modified, translated or otherwise changed to meet the school's purposes and will be anonymized to protect my child's identity.

☐ I give permission for work or images of my child to be allowed in digital publications what may be seen by others outside of the school. This may include such things as the school website or Facebook page. These materials may be modified, translated or otherwise changed to meet the school's purposes and will be anonymized to protect my child's identity.

Child's Full Name: \_\_\_\_\_

Parent or Guardian's Name: \_\_\_\_\_

Parent or Guardian's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **SCHOOL FEE STRUCTURE FOR 2024**

### **MAURITIAN CITIZENS**

School Fees: Pre-Reception	Rs.14,250 per month x 11 months
Reception to Year 6 (1 <sup>st</sup> child)	Rs.18,000 per month x 11 months
Reception to Year 6 (additional child)	Rs.16,200 per month x 11 months
Registration Fees:	Rs.50,000 (One-time payment)

### **NON-MAURITIAN CITIZENS**

School Fees: Pre-Reception	Rs.17,250 per month x 11 months
Reception to Year 6 (1 <sup>st</sup> child)	Rs.27,825 per month x 11 months
Reception to Year 6 (additional child)	Rs.25,050 per month x 11 months
Registration Fees:	Rs.40,000 (On registration and once again after 2 years)

### **ADDITIONAL CHARGES**

Resources fee:	Rs.5,000 per annum per child
Entrance Assessment Fees:	Rs.1,000 per child
PTA Fees:	Rs.100 (One-time entrance fee per family) Rs.600 (Annual membership fee per family)

### **IMPORTANT NOTES:**

- Until the first child leaves, second and subsequent children are entitled to a 10% discount on the monthly school fees.
- Pre-Reception School Fee rate is a special one, therefore the 10% discount will not apply.
- **Second child** is entitled to a **50% discount** on Registration Fees.
- **Third child** is entitled to a **75% discount** on Registration Fees.
- **Fourth and subsequent children are exempt** from the Registration Fees.
- **Registration fees are not refundable.**
- School fees are payable **one month** in advance. The school preferred payment method is by standing order. Other payments may be made by cheque or bank transfer. Cheque should be made payable to PROKID.
- A **5%** discount applies only on school fees paid a year in advance **before 31<sup>st</sup> January 2024**.
- **One month's notice** or before must be given in writing when withdrawing a pupil.
- Written warnings (1<sup>st</sup> reminder) regarding unpaid fees will be issued 15 days after due date.
- Fees unpaid 25 days after the due date will result in the **suspension of the student until all fees are paid**.
- To qualify for Mauritian fees, a pupil must have a Mauritian birth certificate or have a parent with a Mauritian passport.
- **Applicable to foreign students:** Once your child has completed six full years on foreign fees (fully paid up), then at the end of the 6<sup>th</sup> year, the school will refund you the difference between foreign and local fees for that 6<sup>th</sup> year. For subsequent years, if applicable, you will only be charged local fees. This is applicable on a per- child basis.
- **As of January 2025**, there will be a proposed 10% increase in **Registration Fees** as follows:  
Mauritian citizens: **Rs.55,000** (one-time payment); Non-Mauritian Citizens at **Rs.44,000** (On registration and once again after 2 years).

**RE: Applying for Acceptance to Le Bocage International School**

Dear Families,

This letter is to explain the reasons why some students applying to LBIS next year will not get accepted. It also lists what parents should do to help prepare for both the admissions process and the possibility of rejection.

As you are aware, Clavis and Le Bocage International School (LBIS) have a long history together, including supporting the transition of students between the two schools. While we try to work together aligning aspects of our calendars, academic expectations, and student transfers, we are still independent schools from each other with our own admission requirements and curriculums. I bring this up because I know most of you will be applying to LBIS at the beginning of next year and, despite reminding families of this possible situation, there will be some students in our current Year 5 cohort who will not get accepted to LBIS for 2024.

**Why do some students not get accepted to LBIS?**

1. **The primary reason is a lack of special learning support resources.** LBIS has limited spaces to be able to accommodate students who require additional assistance and support with their learning. The independence and expectations in student learning will increase progressively throughout the MYP years in preparing students for the very challenging Diploma Programme during the last two years. For some of our students, it is a format with learning expectations that is not appropriate for them. It can potentially place students in an unfair situation because this programme is not aligned to the learning or development needs appropriate for some students to be successful. In short, LBIS wants to know that a student can manage the work and expectations with minimal additional intervention in the classroom. Students do not necessarily need to be meeting academic expectations, but they should be able to make continued good progress without additional ongoing in-class support.
2. **Another reason is that parents do not supply all the requested documentation.** If an application is missing any information by the deadline then it is considered incomplete and will not be considered. The required information can be found on the LBIS application website [here](#). Clavis students do not need to include character references with the application, only their report cards from Year 5 and Term 1 in Year 6 next year. Most importantly, when applying, parents are agreeing that Clavis shares any additional information about their child that LBIS asks for. This is important for you to know because we are required to share any current or previous inclusion support students have had for any reason. Having Inclusion support typically will not hinder a student's acceptance unless they fall within the scenario in #1. However, LBIS needs the most up-to-date information when parents are applying and they will ask for an external report that has been done during the previous two years. From our experience, providing reports and all additional relevant information will help improve acceptance rather than impede it. When there is missing information on an application it creates questions and uncertainties which LBIS will not want to chance. Additionally, trying to hide or leave out any information in the application process will likely mean your child will be disqualified from being accepted.
3. **Another reason is that parents do not apply to LBIS before the application deadline.** Throughout Term 1 in 2023, we will be sending out information and several reminders about the application process and timeline, both in the Clavis Chronicle and in other emails. Please take these dates seriously. The sooner it is fully completed the better.
4. **Finally, parents can be considered as a factor of acceptance.** What this means is that, if seen in the application process or in interactions with parents, LBIS believes that the family is not going to provide full support for a student (academically, socially, or emotionally) then they may choose not to accept that child. A student's success relies very heavily on the motivation, involvement, and support that they receive from their family. Without that, it puts into question how well a student will be able to manage the demands at LBIS. One thing any school does not want to do is set a student up for possible failure. Furthermore, the opposite of disengaged parents is also a concern. Parents who are combative or abusive towards the school

and staff due to unrealistic or pretentious demands then it is unlikely that LBIS, much like Clavis, would want them as a part of their community.

Our goal at Clavis is to provide opportunities for students. We want them to be able to go out into this world as better people, people who want to make a positive impact on others and who have the skills to adapt and manage successfully in new situations. We know that parents want nothing more than what is best for their children and we are honoured that they have chosen Clavis for their Primary education. We are not, however, a means to an end (with that end being acceptance into LBIS). Clavis does provide the greatest advantage to being accepted at LBIS but it does not provide a guarantee.

### **Why are we sharing this information?**

Like parents, we wholeheartedly want what is best for our students. It is upsetting to us when we learn that a student has not been accepted to LBIS, particularly when that was their goal and they are seeing their friends go there; however, it is devastating and saddening to learn that parents did not consider alternative options as backups, including taking the PSAC Exams to be able to attend other schools. What makes it worse is that those parents were usually advised of this information and possibilities in advance.

In the past few years, we have seen the unfortunate situation where parents found themselves without any options for their child after Year 6. In a couple of instances, where the alternative was to be out of school for a year, we accepted the parents' request to have their child repeat Year 6. For many reasons, this is usually not what is best for a child; however, it was the only option available. Unfortunately, due to demand in the coming years, this will likely not be an option for future Year 6 students because our year level will be full and we will not exceed our classroom capacities.

### **What can parents do to prepare?**

1. Take the admissions process for LBIS seriously and submit all requested documents on time.
2. If your child has received inclusion support at any time, consider ensuring that you have updated external reports that are less than two years old, even if the child currently does not require direct learning or developmental assistance. Ms Trisha Ramphul, [trisha.ramphul@cips.me](mailto:trisha.ramphul@cips.me), our Inclusion Team Leader, can answer any questions you have.
3. Inquire and/or apply to alternative secondary schools if any of the admission factors relate to your child.
4. Have your child write the Mauritius PSAC exams. You can get additional information [here](#) and Mr Bruneau, our Deputy Head, can answer any questions about how we can help ([alain.bruneau@cips.me](mailto:alain.bruneau@cips.me)). This provides the opportunity to attend government schools or private schools running the national curriculum.
5. Speak to LBIS if you have any questions or concerns about the application process and your child's acceptance. The LBIS admissions policy is [here](#) and you can speak to Ms Yogita Gunadin at LBIS if you have any questions ([yogita.gunadin@lebocage.net](mailto:yogita.gunadin@lebocage.net)).

We want to work together to make sure our students are going somewhere when they leave Year 6 but we need parents to do everything they can in anticipation of not getting their preferred choice. This letter is not meant to create worry and anxiety but we do not want you to take anything for granted either. Due to our status, Clavis is allocated seats for our Year 6 students but these places are on condition that our students meet all the criteria. Demand to get into Form 1 at LBIS far outnumbers the spaces available, and the number of these applications continues to grow steadily each year. At the same time, LBIS is lowering their intake to create smaller class sizes for better learning.

Thank you for taking the time to read this information and we wish our students all the best in Year 6 and with their LBIS application process.

Sincerely,

**R. Jeffery Hart**

*Head of School*

Clavis International Primary School



## Appendix Eight: Shared Expectations and Responsibilities for School Bus/Van Usage

Although school transportation services are independent from CIPS and parents should communicate questions, concerns, and information directly with their bus operators, CIPS wants to ensure there are agreed expectation between all parties involved. The below provides additional information that bus operators, students, parents, and CIPS staff need to be aware of for the usage and operating of services.

### Expectations and Responsibilities of Bus/Van Operators. All drivers ensure:

- They follow all laws and requirements of the Mauritius Road Traffic Act ([here](#)), including all subsequent amendments ([1](#), [2](#), [3](#), [4](#), [5](#), [6](#), [7](#))
- Their vehicles are licensed and insured to carry passengers as a contract bus for school transportation.
- Their vehicles provide enough space so each student has their own seat with corresponding seat belts
- Their vehicles carry an additional adult (attendant) during transportation who is responsible for monitoring and ensuring the appropriate behaviour and safety of all riders
- Their vehicles cannot leave school premises without confirming all students required to be on them are present and accounted for
- That students remain seated when the vehicle is in motion and that students are located on the buses appropriately to avoid conflicts or safety issues between other passengers
- That students behave respectfully towards each other, maintaining polite language, keeping their hands to themselves, and not disturbing the driver in any way - including no excessive or disruptive noise
- That passengers who do not follow appropriate safety and behaviour expectations on the vehicles have their ridership privileges removed or suspended
- That once a student is in the vehicle, students cannot leave the vehicle except if changing buses or being handed over to the designated caregiver (staff at CIPS or parent/guardian at drop-off point)
- They immediately inform parents of any issues or concerns caused by or involving their child
- They have access to parent information for all riders on the bus to contact in the event of an emergency

### Expectations and Responsibilities of Student Riders. All students ensure that:

- They understand and follow all rules for embarking, disembarking, and riding on all buses/vans
- They conduct themselves and behave appropriately towards each other with the same expectations as at school
- Hands must be kept to themselves, respecting other students and their belongings
- Polite and appropriate language and interactions must be done at all times
- They do not do anything that disturbs the driver, including making loud or distracting noises, speaking to the driver, or throwing anything in the vehicle
- They treat the vehicle with care, including no eating, not causing any damage to any part of the vehicle, and not throwing anything outside of the bus
- They respect younger students and avoid saying or doing anything that may be inappropriate for their age
- They inform the attendant and/or their parents about any problems that occur in the vehicle, particularly concerning safety or abusive behaviour

### Expectations and Responsibilities of Parents and Guardians. All parents or guardians ensure that:

- They support and remind their children about behaviour expectations for using the bus transportation
- They contact the bus driver or attendant about any concerns or incidents that occur on the bus
- They inform the bus driver if their child will not be travelling on the bus, particularly after school if their child went home early
- They are at the pick-up and drop-off points on time to deliver or collect their children
- They ensure students have used the toilets before getting on their bus
- They remove their child from the bus if he or she cannot conduct and behave themselves in a safe and respectful way

### Expectations and Responsibilities of CIPS and its staff. CIPS will ensure that:

- Students are brought to their correct buses before departure at the end of each day
- Students have appropriate supervision upon arrival at school in the mornings
- Students have the correct belongings and have had an opportunity to use the toilets before departing
- Each bus has an adult attendant with each driver who is responsible for overseeing the safe transition of students between school and their parents
- Each bus adheres to all Mauritian laws and regulations in the transportation of students on contract buses
- Each bus operator understands and is adhering to their expectations and responsibilities
- We support parents and students with any issues or problems they are unable to resolve independently with their bus operator
- We facilitate the introduction between parents and bus drivers in hiring a bus operator for their child's school transportation
- We keep parents, students, and bus operators informed about the roles, responsibilities, and requirements in the riding and operation of school buses

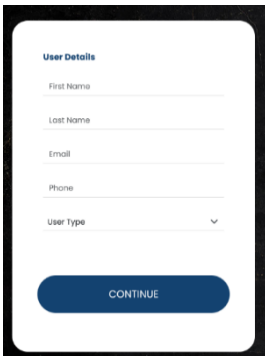
A lot needs to happen to ensure the safe and appropriate transportation for students, but it takes the shared commitment and responsibility of all to make this happen.



## Appendix Nine: Procedures for Canteen Ordering Online

As of February 2024, these are the procedures for placing and organising canteen food orders for students. Information can also be found on the Clavis website at <https://clavis.mu/schoollife/services>

1. Go to <https://inlandcatering.com>
2. Find the section called “School Catering Activities” and select “ENTER”
3. You will come to a login page. If you are new, complete the following steps
  - a. Choose your language (‘FR’ or ‘EN’)
  - b. Click on ‘register’ to fill in your personal details
  - c. For ‘user type’ select whether you are a parent or a staff member
  - d. Add your personal details
  - e. Choose your password and select “REGISTER”
  - f. Login with your email address and password



User Details

First Name

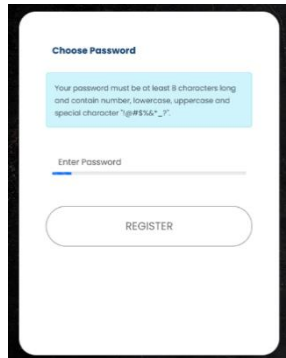
Last Name

Email

Phone

User Type

CONTINUE

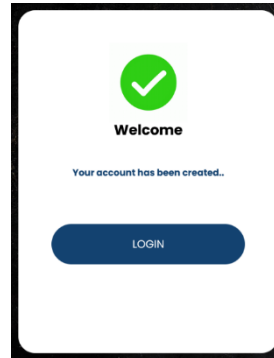


Choose Password

Your password must be at least 8 characters long and contain number, lowercase, uppercase and special character "g@#\$%&\*\_-".

Enter Password

REGISTER



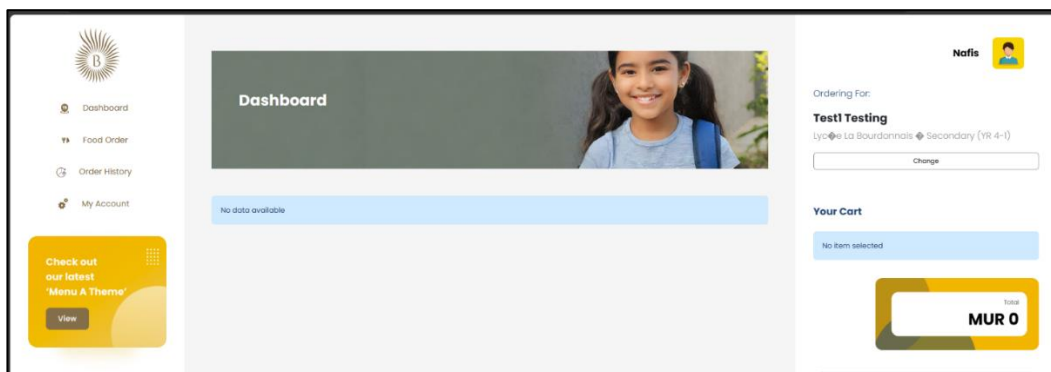
Welcome

Your account has been created..

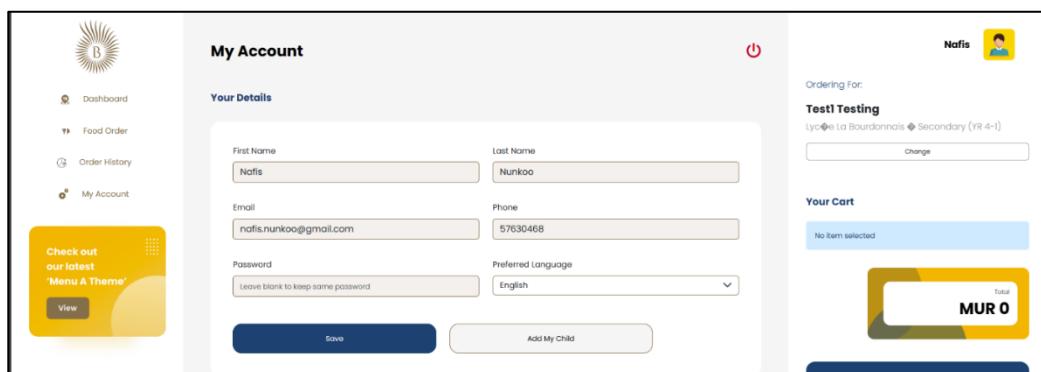
LOGIN



4. After a successful login, the page below will appear. Click on “My Account”



5. Click on ‘Add my child’ (see in the box outlined in red above) and fill in the form with the requested details.



My Account

Your Details

First Name: Nafis

Last Name: Nunkoo

Email: nafis.nunkoo@gmail.com

Phone: 57630468

Password: Leave blank to keep same password

Preferred Language: English

Save

Add My Child

Check out our latest 'Menu A Theme'

View

Ordering For: Test1 Testing Lycée La Bourdonnais Secondary (YR 4-1)

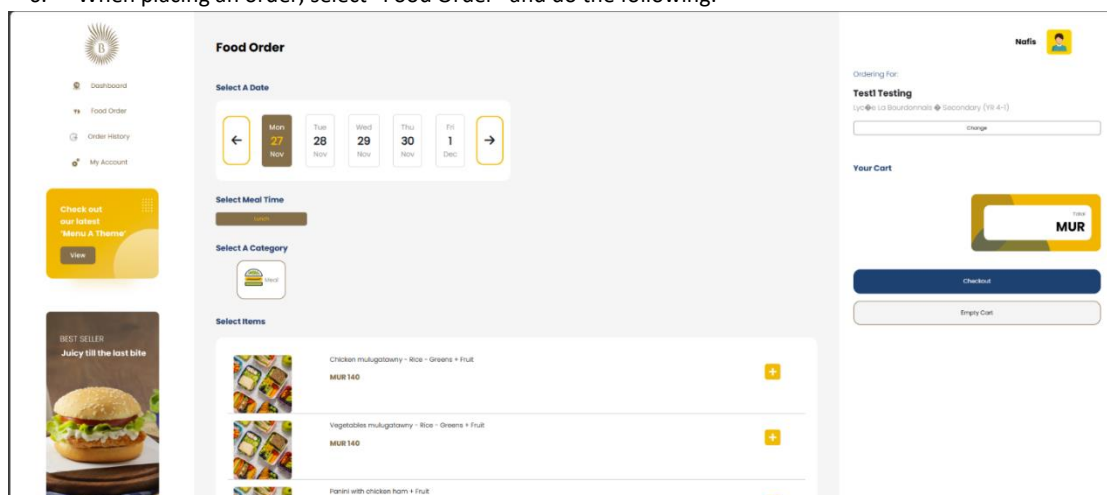
Change


Your Cart

No item selected

Total MUR 0

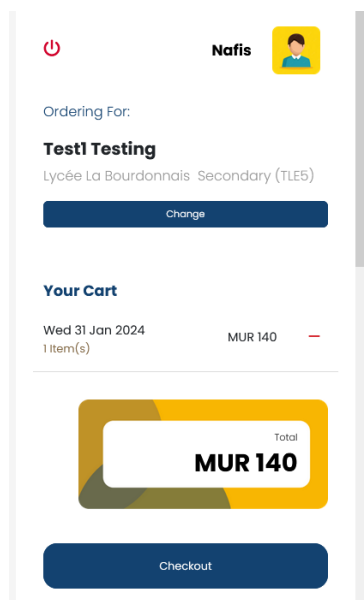
6. When placing an order, select “Food Order” and do the following:



- Select a date
- Select “Meal Time” (lunch, small break)
- Select a “Category” (meals, desserts or bites)
- Select your meal order (“Items”) by clicking on the plus button 
- The total amount to be paid will be displayed in your cart on the right-hand side
- Click on “Checkout”
- Click on “Pay Now” to input card details and proceed with payment
- Click on ‘PAY’ to finalise the order

7. How to add another child

- Click again on “Add my child” and enter the second child’s details
- Click on “Change” as shown below
- Choose child name and save
- Follow same step as previously explained



If you have any questions or issues, please contact Beachcomber Catering at +230 603 2600 or [catering@beachcomber.com](mailto:catering@beachcomber.com).

## Appendix Ten: Appointment of Temporary Guardianship

When the parents or legal guardians of a student will not be directly available to provide authorisation for decisions related to their child for an extended period of time (typically they will be apart from their child for more than a week and less than six months), a temporary guardian is appointed and a signed agreement is provided to the school to confirm who has authority for decisions related to education, health/medical, and legal/general welfare. The below is an example of such an agreement that can be used by all parties involved. If a different agreement form is used, it must have similar information and agreements in the copy provided to the school.

### TEMPORARY GUARDIANSHIP AGREEMENT

I, (parent's / legal guardian's full name) \_\_\_\_\_ of (parent's permanent address) \_\_\_\_\_,  
the parent of the minor child, (child's full name) \_\_\_\_\_, whose date of birth is \_\_\_\_\_,  
hereby appoint (guardian's name) \_\_\_\_\_ of (guardian's address) \_\_\_\_\_ as short term/temporary guardian.

#### CAREFULLY READ EACH OF THE FOLLOWING STATEMENTS AND INITIAL ALL THAT ARE TRUE:

- \_\_\_\_\_ I am the legal custodian of the minor child.  
\_\_\_\_\_ The other parent's parental rights have not been terminated by court order.  
\_\_\_\_\_ The other parent's whereabouts are known.  
\_\_\_\_\_ The other parent is willing and able to make and carry out daily child care decisions concerning the minor child.

I specifically consent that the named guardian may make whatever decisions are necessary concerning the day-to-day care of (child's name) \_\_\_\_\_, including educational decisions, legal/general Welfare decisions, and health decisions. The named guardian may authorize all routine medical and dental care, and in the event of any medical emergency, the named guardian may authorize operative care.

This guardianship starts (date of first day) \_\_\_\_\_ and will expire on (date of last day) \_\_\_\_\_, unless this agreement is renewed by acknowledged writing prior to the expiration date. This guardianship may be terminated by the parent, by the guardian, or by an order of a court of jurisdiction that may appoint a guardian of the minor child.

I am the legal guardian of the minor child and am competent to make this appointment.

Date: \_\_\_\_\_ Legal Guardian's Signature: \_\_\_\_\_  
Print Name: \_\_\_\_\_

#### PARENT'S CONSENT

I hereby consent to the above-named person being appointed as my child's temporary guardian. I declare that all provided information is true and correct.

Date: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_  
Print Parent's Name: \_\_\_\_\_

#### GUARDIAN'S ACCEPTANCE OF APPOINTMENT

I, (guardian's name) \_\_\_\_\_ hereby accept this appointment as temporary short term guardian for the minor child identified in this form and will accept responsibility for the care, custody, and control of said minor child, including all necessary authority and power to furnish and provide care and services to said minor child as may seem necessary, proper, or desirable in the child's best interest and welfare, including, but not limited to, food, clothing, shelter, education, and medical-surgical-dental care and treatment.

I understand this guardianship shall become effective upon my execution of this document for the period between (start and end dates) \_\_\_\_\_ and \_\_\_\_\_. This agreement may be terminated by a notification in writing signed by the parent of the minor child if that parent has not had their rights legally terminated by an order of a court.

Date: \_\_\_\_\_ Guardian's Signature: \_\_\_\_\_  
Print Guardian's Name: \_\_\_\_\_