Admission and Placement/Admission Requirements

International Preparatory School (IPS) dedicates itself to serving both Mauritians and non-Mauritians residing in Mauritius. IPS does not discriminate by race, creed, colour, sex, or national origin and seeks to accept all students who apply.

The International Preparatory School strives to provide an exemplary education based on best practice. We support our students towards becoming informed and independent thinkers, and responsible, caring and engaged citizens, prepared to think globally and act locally. Our intake reflects a broad range of cultures and nationalities.

Our international education programme reflects best practice from around the world and is aligned to, and corresponds with, current research and thinking in primary education. We thus favour the inquiry-based, integrated approach to teaching and learning which is common to many international schools.

Children entering Nursery must have turned three years of age by the 31st August of the enrolment year. In almost all cases, a child will be placed in the relevant year/class dependent on their chronological age. Children entering other classes must also be age appropriate for the year level.

Process of Admission:

A. Upon receipt of application for admission to IPS

1. IPS reserves the right to contact the applicant's previous school to ascertain clearance for a transfer (e.g., bills are paid).

2. If yes, the student will be considered if he/she meets all other admissions criteria at IPS.

3. If no, the student will not be considered for admission until clearance can be given by the former school (bill is paid, and/or other related problems have been resolved to the satisfaction of IPS and the previous school).

B. The procedure for admission

1. All application documents must be submitted to IPS. Following a review of the application and, wherever possible, a meeting with the student, IPS will deem if admission assessments are necessary. These assessments will take place at IPS. Assessments may include English vocabulary, Reading Comprehension, and Writing, along with...
Mathematics. If the child cannot be present, tests may be carried out at the child’s previous school under agreed test conditions.

IPS reserves the right to initiate further assessments if necessary.

2. The Admissions Team (the Head of School, the Deputy Head of School the Admissions Officer) collect, review, and process all admissions data before making a recommendation for admission.

3. When there is any concern about the applicant, the applicant shall be considered regarding the following:

- The content of the previous school reports.
- Continuity of previous education.
- Kind of educational experience.
- Evidence of emotional stability or maturity.
- Test scores from previous tests taken and IPS placement tests.
- Former teacher and administrator comments.
- References from former teachers and schools.
- Specific reports from specialists such as special educational needs teachers, therapists, counsellors, Educational Psychologists or medical practitioners.

4. The capacity of IPS to meet the needs of the applicant shall be judged by a student’s ability to access the IPS curriculum successfully.

5. IPS will notify families in writing or by e-mail regarding their enrolment status.

6. All pupils will initially be accepted on a provisional placement for 30 (thirty) school days during which time the suitability of this placement will be determined. Within the 30 day period the Head of School shall have the exclusive right to review the pupil’s acceptance and to make changes in his or her placement, or to revoke the continuation of the student at the school.

7. If or when, in the judgment of the professional staff, programs and personnel resources no longer adequately meet the needs of the student, the Head of School will make a recommendation for termination of enrolment. The Head of School may then effect termination. This decision may be appealed to the Board of Governors within one week from the day on which such decision is communicated to the student's parents or guardian.

8. After a full review of the pertinent facts, the Head of School may reinstate a student whose enrolment has previously been terminated. However, in any appeal that was made to the
Board of Governors, the Board of Governors, acting upon the advice of the Head of School, shall only make reinstatement.

C. Students with Special Needs

1. Students with learning needs may apply for enrollment at IPS. Parents of these students must be aware that

   • Admission for students with special needs will be limited to mild needs only.
   • All special needs students will be required to furnish previous Individual Educational Plans (IEPs), test, and evaluation reports, any formal medical assessments and all relevant previous records for review by the Admissions Team.

2. The Head of School shall make the final determination on all admissions.

D. Placement

IPS believes that the number of students in classrooms reflects a student’s ability to learn. Therefore, IPS places a hard limit of 24 students per class.

As an international school, receiving students from educational systems all over the world, IPS is aware of the fact that students may arrive at IPS with very different school experiences, in the middle of a term or school year and maybe, from a school which operates a southern hemisphere academic year (February to December). In almost all cases, a child will be placed in the relevant year/class dependent on their chronological age.

Expatriate students may be admitted at any time of year. Students residing in Mauritius will be admitted at the beginning of each new term. In both cases, on the condition that the student meets our academic requirements and there is a space available.

E. Students on the Waiting List

Students who would typically be offered a place at IPS but cannot due to classes being at their maximum will be offered a place on the waiting list.
Names remain on the waiting list for one full academic year. Being on a waiting list does not guarantee that placement at the school will be offered. It does ensure that each child will be given fair consideration by the school’s admissions criteria each time a place becomes available at their year level.
Students will not be recorded as applicants until the IPS Admissions Office has confirmed receipt of a completed application pack and all required documents. This date may be important in a waiting list situation, not the time of your initial contact with the school.

Please note that the Head of School’s decision on acceptance and level placement is final.

Any decision to deny acceptance will be agreed upon by the Admissions Team and will be supported by written evidence.

**F. Ages of Attendance**

In most cases the level placement will be as follows:

- The Nursery Year is available for students who are three (3) years old on or before August 31 of the year of entry.

- The Reception Class is available for students who are four (4) years old on or before August 31 of the year of entry.

- Year 1 is available for students who are five (5) years old on or before August 31 of the year of entry. Completion of the equivalent of Year 1 is a usual prerequisite for entry into Year 2.

- Year 2 is available for students who are six (6) years old on or before August 31 of the year of entry.

- This progression will continue through Year 6.
IPS Guiding Statements

Our statements of Vision, Mission, International Mindedness and the IB PYP Learner Profile are very important in guiding all aspects of school life. All that we do at IPS flows from these.

**Vision**

'Inspiring our learners to thrive in a world of change.’

**Mission**

*Inspire, Empower, Lead*

- We will inspire our learning community through an inquiry curriculum and commitment to on-going improvement.

- We will empower our learning community to find solutions to real-life challenges through creative and critical thinking.

- We will lead our learning community to promote a spirit of internationalism by thinking globally and acting locally.

**International Mindedness**

We are inspired by the diversity of our community and the world at large. We empower ourselves with the knowledge, skills and understanding to become true global citizens. By appreciating ourselves and one another, we work towards creating and sustaining a harmonious future.
IB PYP Learner Profile

IPS strives to develop and demonstrate the following important characteristics in its students, its teachers, parents and Board members; indeed in all who form an integral part of our learning community.

**Inquirers**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers**
We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-takers**
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced
We understand the importance of balancing different aspects of our lives—intellectual, physical, (spiritual) and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

IPS Student Code of Conduct

Philosophy
In accordance with our Vision, Mission, International Mindedness Statement and IB Learner Profile we value respect, tolerance, cooperation, and responsibility. We are committed to providing a safe, supportive educational environment where ongoing improvement is the norm. Our approach to discipline enables the person to learn new behaviours for the future rather than dwelling on past mistakes.

IPS therefore expects students to

- Demonstrate integrity by developing honesty & self-discipline;
- Respect themselves and others, and their environment;
- Respect school rules, guidelines and procedures;
- Take responsibility for their own actions;
- Seek ways to resolve problems peacefully;
- Speak up if they see someone being treated unfairly.

In order to model these expectations to students we expect parents to

- Work with us cooperatively to meet the needs of the students;
- Treat staff members with respect and consideration;
- Treat each other with respect and kindness;
- Respect and help to enforce school rules, policies and guidelines.

In order to model these expectations to students we expect teachers to

- Apply the agreed standards of behaviour consistently
- Be positive role models for each other and our students, treating all members of the school community with courtesy and respect
- Treat all children equally
• Encourage cooperative behaviour, praising good behaviour rather than focussing on undesirable behaviour
• Play an active part in building up a sense of community
• Be alert to signs of bullying and harassment, deal with same appropriately and alert other staff and parents to such problems
• Deal sensitively with children in distress, listen to them and deal with any incident appropriately and in a timely manner
• Support each other in maintaining good classroom management and show sensitivity to each other’s needs and difficulties
• Work with parents to achieve behavioural goals

Our expectations for student behaviour are based on our **Guiding Statements** and the **IB PYP Learner Profile** which can be found above on pages 5-7.

While bearing in mind that a child exhibiting severe/disruptive behaviour needs to be dealt with sensitivity according to agreed-upon guidelines, the welfare of the other students and adults is important and must be considered.

**With regards to discipline at IPS we believe in**

• A whole school system for dealing with behaviour
• A whole school agreement on consequence
• A staged list of consequences known to students, staff and parents
• A team approach involving parents in dealing with behavioural issues
• Planned finite toleration period which is proactive in addressing the larger problem
• A behaviour problem being dealt with by an adult at the time it occurs
• **Consistent commitment** to dealing with behaviour according to IPS guidelines
• A few appropriate rules understood by students
• Rules made by students for students
• Students being held responsible for their own behaviour
• Student involvement in plan of action
• Plans which focus on finding desirable alternative behaviours
• Purposeful, private solution-focused discussion involving student input, understanding and cooperation
• Purposeful result-oriented vocabulary
• Questions such as, “What are you doing?” or “What could you have done differently?”
• Intrinsic rewards such as praise and acknowledgement through comments, gestures and body language (e.g. “Well done!” “thumbs up”, smile, eye-contact).
Mitigating circumstances
We are aware that any system needs to be flexible due to some mitigating circumstances such as the following:

- The student is very young and still developing an understanding of appropriate behaviours and how to behave in social situations;
- The student is new to the school and still learning IPS expectations of behaviour, or is experiencing extreme transition issues.
- The student was unduly provoked.
- The student is under extreme stress for valid reasons e.g. death in the family, divorce.
Examples of minor, significant and serious incidents

The possible range of incidents that could occur is wide. The following list is intended as a guide to make consistent judgements on appropriate actions to take for incidences of misbehaviour. Consider the differences between planned and spontaneous incidents.

**Minor incidents**
- Swearing or use of inappropriate gestures or sexual language
- Rough play or rough housing
- Playing in out-of-bound areas
- Inappropriate behaviour at lunch time e.g. playing with or throwing food,
- playing with or hiding someone else’s food
- Running in the school buildings
- Refusal to follow adult’s request e.g. to put equipment away or pick up litter
- Bringing games, toys or valuable items to school (outlined in the parent handbooks)
- Minor disruption in class such as repeated calling out, being constantly out of seat, disturbing other students

**Significant incidents**
- Repeated swearing or use of inappropriate gestures or sexual language with intent to insult or upset others
- Making derogatory comments of a sexual or cultural nature
- Blatant cheating
- Open challenge to staff member’s authority such as defiance, insubordination
- Fighting or hitting, pushing, pulling, kicking, punching
- Inappropriate behaviour in the bathrooms
- Intentional damage to the school’s property or the property of others
- Theft

**Serious incidents**
- Bullying by excluding individuals or by breaking friendships
- Bullying in the form of threatening behaviour
- Bullying in the form of intimidation
- Verbal bullying in a vindictive way e.g. name-calling
- Physical bullying
- Cyber bullying
- Behaving in a way that poses a danger to self or others
- Serious fighting e.g. kicking, punching that was intentionally aggressive
- Inappropriate sexual behaviour
- Racial, sexual or religious harassment
- Possession and/or use of dangerous articles e.g. pen-knife
Privacy of Information Policy

School Solicited Information

All personal information solicited by us, via our website or through written communications shall be handled only by the appropriate staff/authorised persons, and kept strictly confidential. The information will only be used for the purpose for which it has been solicited.

When personal information, such as name, address, telephone number, e-mail address and age, is requested by any means, it is strictly for the purpose of:

- Processing applications to enter our school.
- Providing common carriers such as Postal/Delivery Services, etc, with such details in order for them to effectively carry out their services.
- Collecting information to generate anonymous general statistics, e.g. as data required for accreditation purposes, etc.

Student Records

All students’ personal, academic and medical information will be kept strictly private and confidential and made available only to authorised personnel in accordance with school policy.

Website, Social Media and Publications

The school, for promotional purposes, uses photographs of its students, parents and staff. Any person/s not wishing to have their photograph used for this purpose should notify the School, in writing.

When Newsletters are placed on the School website or distributed to the School community, first names may appear, but personal contact information is deleted. Should any person/s wish, at any time or for any reason, not to have such information made available to the School or local community, they should inform the School in writing.

Website Terms and Conditions

The International Preparatory School (IPS) website is the property of IPS. All information, photographs, images, etc, contained therein, should not be reproduced, modified, or displayed in any way without the written authorisation of the Head of School.
IPS Child Protection Policy

Child abuse and neglect are concerns throughout the world. Abuse and neglect are violations of a child's human rights and are obstacles to a child's education as well as to their physical, emotional, social, and spiritual well-being.

The International Preparatory School (IPS) endorses the United Nations Convention on the Rights of the Child, * of which our country, Mauritius, is a signatory.

Schools fill a unique institutional role in society as protectors of children. Schools must ensure safe and secure environments that all children may grow and develop, both in and away from school.

Educators are in a privileged and trusted position. They have a unique opportunity to observe, listen, and interact with children over time. As such, they are also more likely able to identify those who are in need of help and protection. Faculty at IPS with any knowledge of abuse, (suspected or otherwise) or neglect have a professional responsibility to ensure that the child and the family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All staff employed at IPS must immediately report suspected incidents of child abuse or neglect to the Head or Deputy Head of School and or the Nurse.

Suspected incidents may include but are not limited to a child disclosing directly to a staff member, or a staff member having reasonable cause to believe that a child has suffered, or that a member of staff believes a child is at significant risk of suffering abuse or neglect.

Reporting and follow up of all suspected incidents of child abuse or neglect will proceed by the IPS administrative regulations and procedures linked to this policy.

Furthermore, cases of suspected child abuse or neglect are to be reported to the authorities as defined by the prevailing laws in Mauritius. It will be up to the Mauritian Authorities via the Child Protection Unit or associated governing bodies to decide which course of action it is to follow depending on the individual situation and circumstances as applicable within Mauritian law and in the best interests of the child.

The International Preparatory School seeks to be a safe haven for students experiencing abuse or neglect in any aspect of their lives. As such, IPS will distribute this policy at the beginning of each school term to all IPS parents and include it in admissions documentation.

IPS will provide training for all staff, and will make every effort to implement hiring practices to ensure the safety of children, and will review the policy annually for compliance and effectiveness.
All staff at IPS will hold a current morality certificate, or if coming from abroad a police clearance certification/s for the past 5 years. (Section V par. 12.2 Employee Handbook)

In the case of a staff member reported as the alleged offender, IPS will strictly apply the laws of Mauritius (as mentioned above) and act in keeping the safety of the child as the highest priority. The Head of School will as per Section VII par. 22.12 of the Employee Handbook suspend the staff member (with pay) until all investigations and a disciplinary hearing has been convened and an outcome reached.

The Head of School will immediately keep the President of the Board of Governors informed of any such cases. He/she will in turn subsequently report such occurrences to the next Board meeting.
IPS Anti-Bullying Policy

Rationale
International Preparatory School (IPS) is completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute; in whatever way they can, to the protection and maintenance of such an environment.

This policy embodies our Guiding Statements and the IB PYP Learner Profile which can be found above on pages 5-7 of this admissions pack.

PRINCIPLES
- Pupils have a right to learn free from intimidation and fear.
- The needs of the victim are paramount.
- IPS will not tolerate bullying behaviour.
- Bullied pupils will be listened to.
- Reported incidents will be taken seriously and thoroughly investigated.

DEFINITION OF BULLYING
Bullying is an act of aggression, causing embarrassment, pain or discomfort to someone. It can take a number of forms: physical, verbal, making gestures, emotional, cyber, extortion and exclusion. It is an abuse of power and is, by definition, repeated behavior. It may be perpetrated by individuals or by groups.

FORMS OF BULLYING
- Physical violence such as hitting, pushing, kicking, or spitting at another pupil.
- Interfering with another pupil’s property, by stealing, hiding or damaging it.
- Using offensive names when addressing another pupil.
- Teasing or spreading rumours about another pupil or his/her family.
- Belittling another pupil’s abilities and achievements.
- Writing offensive notes or graffiti about another pupil.
- Excluding another pupil from a group activity.
- Ridiculing another pupil’s appearance, way of speaking or personal mannerisms.
- Misusing technology (internet or mobiles) to hurt or humiliate another person.
LINKS WITH OTHER SCHOOL POLICIES

- IPS Child Protection Policy, Acceptable use of Internet policy, IPS Student Code of Conduct

PARTICIPATION & CONSULTATION PROCESS

- Awareness raising programmes (Curriculum & parent information evenings)
- Survey/questionnaires distributed to pupils, parents and whole school staff.
- Obtaining the views of elected student representatives e.g. student council.
- Seeking the views of parents at coffee mornings and information evenings.
- Monitoring evaluation and review.

RESPONSIBILITIES OF ALL STAKEHOLDERS.

The Responsibilities of Staff

Our staff will

- Foster in our pupils self-esteem, self-respect and respect for others using the IB Learner Profile and PYP Attitudes.
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to the Head of School or Deputy Head of School.
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action that has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

The Responsibilities of Pupils

We expect our pupils to

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:
Not suffer in silence, but have the courage to be supported by pupils and staff to speak out, to put an end to their own suffering and that of other potential targets.

**The Responsibilities of Parents**

We ask our parents to support their children and the school by

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to their class teacher and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keeping a written record of any reported instances of bullying
- Informing the school of any suspected bullying, even if their children are not involved;
- Co-operating with the school, if their children are accused of bullying, trying to ascertain the truth and pointing out the implications of bullying, both for the children who are bullied and for the bullies themselves.

**The Responsibilities of All**

Everyone should:

- Work together to combat and, hopefully in time, to eradicate bullying.

**PREVENTATIVE MEASURES**

*(What measures do we use as a school to promote positive behavior?)*

**Community**

- Parent discussion/educational meetings.
- Continuous conversations/education of and with the children.
- Inform the PA and parents of the work being done within the school.
- Encourage parents to have an open dialogue with their children.
- Have open communication with neighbouring school about how to prevent bullying.

**Pastoral provision & Classroom management**

- Continuous talk about bullying, definitions, effects, consequences.
- Teaching emotional intelligence and empathy.
- Open dialogue about all emotions present during the school day.
- Education about kind interaction.
- Education about friendship.
- Education about caring and respect.

**Guidelines for records and sanctions**
Keep written records of the behaviour observed, the associated concerns, the interventions made, the dialogue with parents and the discussion of consequences.

Any sanctions will be according to the policies in school regarding student code of conduct.

PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING BEHAVIOUR

- Steps taken to support and respond to the needs of both bullied and bullying pupils.
- Records kept
- Action which may be taken
  - Contacting parents/caregivers of all pupils concerned in the bullying incident.
  - Investigation.
  - Feedback to those concerned.
  - Sanctions.
  - Contacting relevant professionals e.g., Educational Psychologist, IPS Child Study Team

CONTINUOUS PROFESSIONAL DEVELOPMENT OF STAFF

IPS staff will continue to receive regular in-service training and support on how to best manage information and personnel when bullying is suspected.
IPS COMPLAINTS CONCERNING STAFF OR MATERIALS POLICY

IPS stakeholders may at times have complaints against staff and/or regarding instructional materials. Such complaints and concerns must be directed through the protocol established by the school.

Guidelines and Procedures:

Any complaint about school staff members should follow the criteria below:

Step 1: The complaining party to see if resolution can be found should approach the individual staff member/s.

Step 2: If no satisfaction is gained or the complaint is not resolved, contacting the staff member/s immediate supervisor should ensue. At this level a written form of the complaint should be submitted for step three.

Step 3: If step two does not lead to resolution, then step three, contacting the Head of School should be taken.

Step 4: If resolution to the complaint cannot be accomplished at this level, then the complaint will go to the Board for consideration.

The school, under the provisions of Mauritian law, reserves the right to prosecute any parent, guardian, or other person who admonishes, insults, or abuses any employee on school property or in the presence of students. IPS reserves the right to restrict or deny anyone access to its campus that it deems disruptive or to have behaved inappropriately towards school staff.

School employees who are sued as a consequence of performing their assigned duties appropriately shall be provided full legal service.

Any complaint dealing with instructional materials shall be handled in the following manner.

- All complaints must be presented in writing to the Head of School and will include the name of the author, title, the publisher, and the objectives by pages and items; or in case of materials other than printed material, written information specifying the precise nature of the objection shall be given. The statement must be signed and identified in such a way that a proper reply will be possible.

- The Head of School will acknowledge the receipt of the complaint and answer any questions regarding procedure. The Head of School will then notify any staff involved. The Head of School will determine whether the complaint should be considered an
individual request or if a review committee should be activated to re-evaluate the material.

▪ The review committee shall be under the direction of the Head of School and composed of members selected by him/her from the administrative and instructional areas directly concerned. The review committee shall consider the educational philosophy of the school, the professional opinions of other teachers of the same subject and of other competent authorities, reviews of the materials by reputable bodies, the teacher’s own stated objectives in using the materials, and the objections of the complainant.

▪ The findings of the review committee shall be a matter of written record and will be submitted to the Board of Governors along with the committees’ finding for final resolution.

▪ Unsigned, anonymous written complaints, phone calls, emails, texts or other anonymous forms of communication, complaint or concern will not be accepted.