



Family Handbook

@ IPS

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THE INTERNATIONAL
PROGRAMS SCHOOL



OUR MOTTO

شعارنا

Learners of today; Leaders of tomorrow; Creators of the future.

مُتعلِّمو اليوم، قَادَةُ الغَد، غُماز الأَرْضِ

OUR MISSION

رسالتنا

IPS empowers today's learners to be internationally minded, lifelong learners, and to use 21st century skills to make a positive difference in the community, the country, and the world.

تَمَكِّينُ مُتعلِّمَ اليوم لِيَكُونَ ذَا عَقْلِيَّةٍ
دَوْلِيَّةٍ، مُتعلِّمًا مَدَى الحَيَاةِ، مَالِكًا لمَهَارَاتِ
القرن الحادي والعشرين، فاعِلًا في وطنه
ومُجتمعه والعالم

OUR VISION

رؤيتنا

To be a leading educational community in Saudi Arabia, respectful of the learner's identity, and committed to a global perspective.

مُجتمَعٌ تَعَلُّمِيٌّ رَائِدٌ في المَمْلَكَةِ
العَرَبِيَّةِ السُّعُودِيَّةِ، يَحْتَرِمُ هَوِيَّةَ
الْمُتعلِّمِ، وَيَلْتَزِمُ بِأَمَقِي دَوْلِي

OUR VALUES قِيَمَاتُنَا

EHSAN (Empathy/
Compassion)
الإِخْسان

Respect
الاحْتِرَام

Responsibility
المَسْئُولِيَّة

Cooperation
التَّآزُر



Graduate Profile

International Programs School graduates are academically, intellectually, and technologically competent. Through creativity and innovation, they are able to conceptualize a better approach to problem-solving, analytical thinking, and application. While expressing themselves intelligently and efficiently both orally and in writing. They possess the necessary 21st-century skills to advance to a higher level of education and to be successful in the school of their choice. Furthermore, they can adapt to change and are capable of thinking independently as well as working and engaging in teams, a virtue that is acquired through exposure to a culturally diverse community.

IB mission statement

"The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right."
(© International Baccalaureate Organization)



IB learner profile

The aim of all IB programmes is 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.

As IB learners we strive to be:

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 use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making 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, 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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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Section 1: About the School

1.1 School Information

School Name:	The International Programs School (IPS)
Mailing Address:	P.O. Box 691, Dhahran Airport 31932 Kingdom of Saudi Arabia
Telephone Numbers:	(966 13) 857-5603 (Direct)
Fax Number:	(966 13) 857-0076
School Website:	Social Media Site www.ipsksa.com
School Social:	https://www.facebook.com/ipsksa/
E-Mail Address:	admin@ipsksa.com
Office Hours:	7:30 a.m. to 4:00 p.m., Sunday – Thursday

Section 2: Policies and Procedures

2.1. Instruction and Assessment

2.1.A. Learning and Teaching

IPS puts the students at the center of the learning/teaching process. The school aims to provide a physical, intellectual and emotional environment which enables them to become lifelong learners. IPS believes that students should be independent and responsible learners and that this learning should be facilitated, enhanced and supported by the whole school community. The school provides a clear framework for learning that ensures progression, continuity and challenge. The school recognizes individual abilities and is sensitive to cultural, linguistic, racial, class and gender differences. We believe in a whole school approach whenever possible to all aspects of the teaching and learning process.

IPS will effectively deliver a relevant, stimulating, challenging and cohesive program of work using all resources and personnel at its disposal.

Aims:

- To make the students' experience of school positive, happy and successful;
- To enable all students to achieve;
- To encourage students to think for themselves;
- To enhance experiences and personal growth of both staff and learner;
- To develop a passion for learning in students and a passion for teaching in staff;
- To provide a stimulating and challenging curriculum.

Procedures:

To implement these aims IPS will:

- Use multifaceted teaching methods;
- Plan for differentiated learning experiences so all levels of students can achieve at their level
- Implement collaborative learning where appropriate;
- Use a network of interlocking teams involving administration, teachers, learning assistants, parents, proprietor, other students working in partnership;
- Encourage effective, reflective staff;
- Develop a calm, positive classroom environment;
- Carefully structure and plan learning experiences;
- Use assessment for learning;
- Teach to clear objectives and explain them to the students;
- Match learning activities to students' abilities;
- Communicate effectively to all relevant community members;
- Develop student independence and responsibility for their learning;
- Pursue high and realistic expectations of both staff and students;
- Use cross curricular opportunities whenever possible;
- Recognize age appropriate effective development, and developmentally appropriate instructional activities and material.

2.1.B. Assessment Policy LINK

2.2. Promotion, Retention, and Dismissal

IPS believes every child is a unique individual with potential for growth. Assessment results allow the school to provide the best learning environment for students to learn and grow. When assessment results show a student struggling to access the curriculum, the school will endeavor to provide that student with the appropriate learning environment to succeed. With the student at the center of teaching and learning all decision making at school will be in the student's best interest.

Aims:

- Ensure the best interests of the student are catered for;
- Provide clarity for the school community;
- Provide school consistent wide criteria for promotion, retention and dismissal;

Procedures:

- Students meeting or exceeding academic grade level expectations with acceptable behavior and with families demonstrating commitment to IPS' Mission, Beliefs and Graduate Profile will be promoted to the next level.
- Students failing to reach the accepted level in any subject may not be promoted to the next level.

- All cases where a student is being considered for retention must be discussed with the Head of School at all stages.
- IPS will consider 3 options for children assessed as not meeting year end expectation: Retention at current grade level, Promotion to the next level after summer study and passing the new grade's entry test before the beginning of the school year, Withdrawal at the year's end.
- Students whose behavior has consistently not met expectations and has been recorded as such and communicated to parents may be asked not to return to school.
- Families who consistently demonstrate that they are not in agreement with IPS Mission, Beliefs, and Graduate Profile may be asked not to return for the next school year.
- Teachers and administration will document and communicate with parents their concerns about students assessed as not meeting expectations.
- All communications, conferences and meetings will be clearly documented and filed.
- The administration will work with the parents to find the best placement elsewhere for a student if it is decided that IPS does not have the resources to meet the particular needs of that student.
- Decisions to retain or dismiss do not rest solely with the teacher.
- Final decisions will be made by the Head of School with recommendations from Principals and must be discussed with the Head of School at all stages.

2.3. Students

2.4.A. Online Admissions

Admissions Policy

2.4.B. Arrival and Dismissal Procedures

Students arrive at IPS through their relevant gate;

Gate 1	Boys G4-12
Gate 2	Kg1- G3
Gate 3	Girls G4 - 12 (Was not in use last year, so these students used gate 2)
Euro Village Gate	Students from all grades that live on the compound walk in from this gate which has a boys and girls entrance.

Gate 2:

Students are able to enter the school at 6:45 if needed, at which time the IPS security guards will be on duty to supervise students until 7.25am when students will be allowed to enter play spaces.

Arriving at School

Students can arrive at school no earlier than 6:45 a.m. when building and grounds supervision begins.

- Gate 1: Boys arrive and are to wait in the roundabout area until 7:25 at which time they are to go to their classes.
- Gate 2: Students arrive and wait on the outdoor steps until 7:25 at which time they are to immediately go to their classrooms.

Dismissal

2:50 p.m.	Classes end
3:00 p.m.	Extra-curricular activities begin
3:55 p.m.	Extra-curricular activities end and students must go home. Students must be picked up on time.

KG2 - Grade 5:

- All students must be picked up by their parents or caregiver from their classroom with the IPS student ID card as proof of connection to the student.
- Bus riders will be escorted to the designated area for the bus pick-up.
- Students that are in an after-school activity will be escorted to the designated gathering area.
- Students who are not collected must go to the reception area at gate 2.

Grade 6 - Grade 12:

- At the final dismissal bell students will promptly make their way to the Plaza where they will wait to be picked up by the designated caregiver. All students leaving the campus must have an adult with them before they step off campus.
- Bus riders will walk promptly to the designated area for the bus pick-up.
- Students that are in an after-school activity will make their way to their designated areas.
- Students who are not collected must go to the reception area at gate 2.

2.4.C. IPS Attendance Policy & Procedure

2.4.D. After School Extra Help

Teachers will assist IPS students with extra academic help outside the regular classroom hours. Should the need arise, teachers will schedule an appropriate time with the student(s). This help is free of charge to the students and should not be mistaken for private individual tutoring.

2.4.E. Authority for Disciplinary Actions

Authority for disciplinary action, including expulsion, lies with the Head of School or relevant Principal, who may use any reasonable means to obtain evidence of an offense. This includes search of students and belongings (with at least two school personnel present), questioning of witnesses, requesting the services of the Ministry of Education and enforcement authorities, etc.

2.4.F. Language Policy

2.4.G. Healthy Snack

All students have breaks throughout the day and HEALTHY snacks are encouraged. Eating is done inside classrooms or in designated areas before or after recess. **IPS is a PEANUT FREE school to protect students and staff who are extremely allergic.**

2.4.H. Homework - under revision as per Assessment Policy

IPS students are responsible for the active participation in their own learning. Homework requires students to spend time outside the classroom in assigned learning activities. At IPS the purpose of homework is to practice, reinforce, or apply acquired skills and knowledge. Homework will develop regular study skills and the ability to complete assignments independently.

Aims:

- To contribute toward building responsibility, independent work habits, self-discipline and lifelong learning habits.
- Assure parents of IPS commitment to challenging student learning Provide students with the opportunity to apply information they have learned, complete unfinished class assignments, and promote independent enquiry.
-

Procedures:

- Teachers will assign homework that is meaningful to the taught curriculum, ensuring that assignments are relevant, challenging and meaningful and that reinforce classroom learning objectives.
- Cohort teachers will ensure the amount of homework is balanced between subjects.
- Assigned homework will expect academic effort and extend study skills.
- Elementary grades are given between 30 and one hour of homework per evening.
- Grade 6 is given 60 to 90 minutes homework per evening.
- Grades 7 to 12 is given approximately 2 to 3 hours of homework each evening.

2.4.I. Inclement Weather

On days when it is raining, if the playground areas are wet and puddled, or if there is a sandstorm, the administration may determine that students should be kept inside the classrooms during recess.

2.4.J. Lockers

Middle and High School students will be assigned a locker where available. They use lockers to store textbooks and personal belongings, and will be asked to buy a combination lock for their locker. Students are discouraged from bringing valuables to school, but are required to secure their personal belongings in their locked locker for safekeeping during the school day.

2.4.K. Make-up Assignments

Parents must notify teachers in advance of a planned student absence so that teachers have time to prepare make-up assignments. All make-up work must be completed by the end of the marking period. Work that is missed due to an illness must be made up as soon as possible.

2.4.L. Planner

Student planners are issued and used as per teacher guidance. Planners should aid students in effectively organizing their homework, and provide a means for teachers and parents to communicate and record their communications. Teachers are responsible for teaching the use of a planner or GAFE time management strategies.

2.4.M. Academic Honesty Policy

2.4.N. Student Behavior

IPS expects student behavior reflecting the school's Mission. Students are responsible for their own actions. As team members they will recognize the importance of the positive effect on the school's ethos of their own thoughtful behavior. As individuals they will understand their part in the learning process. They will act as good role models for each other applying the 4 rules 'Be Kind, Be Respectful, Be Responsible, Be Safe'. Students will follow school rules and regulations and do their part to maintain the reputation of the school. There will be consequences to unacceptable behavior.

Aims:

- To ensure an environment that is conducive to learning.
- To create an environment in which students feel confident, secure and safe
- Define for the school community the expectations of student behavior so it is observed consistently throughout the school.
- Define the consequences of unacceptable behavior

Procedures:

- Students will be familiar with the school Mission and match their behavior to them.
- Students will be made aware of the rules and regulations regarding positive behavior as described in the Parent Student Handbook, and of the consequences of breaching them.

- Students will be punctual to school in the morning and to their classes during the day. Students late to school will report to the office for a late slip to give to the teacher. Students will be recorded as present, absent or tardy.
- Students will use their assigned locker to store textbooks and personal belongings.
- Students will use their planners to organize homework, and as a means of communication between home and school.
- The teacher will exhaust all classroom strategies before referring the student to the Principal.
- Students bringing knives, firearms including imitation ones, firecrackers, smoking materials, alcohol, inappropriate photos or magazines will have the materials confiscated, be referred to the Principal, know their parents will be contacted and face possible suspension or expulsion.
- Laptops, iPads etc. will be used under faculty supervision.
- Under normal circumstances cell phones are not allowed to be brought on to the school campus by students. If they are found by any member of staff they will be taken from the child and given to the principal for safekeeping and follow up. However, at the start of the 2020-2021 school year phones may be brought into school by students but MAY NOT be turned on until 2.50pm each afternoon to assist with student dismissal.
- Chewing gum is not allowed on campus by any member of the school community.
- Students not wearing proper school uniform will be sent home to change and recorded as late upon their return. Hats are required for all elementary students and MUST be worn when outside in the hot sun. Hats will be removed when inside.
- Students, who copy or allow their work to be copied will receive 0 and not given the opportunity to make up the assignment, are ineligible for the honor roll, and may not participate in clubs or activities. Repeat offenders will be subject to more severe consequences up to and including suspension or expulsion.
- Students showing repeated inappropriate classroom behavior may be sent to the Principal or Head of School, parents may be contacted and further disciplinary action may be taken.
- Students who steal school or other personal property will be the subject of an investigation leading to serious consequences which may include suspension, expulsion and/or the involvement of the local police.
- Students who willfully destroy school property will be held accountable, their parents called and full restitution demanded.
- Students who miss more than 10% of class days may not be eligible for promotion.
- Students arriving late at school in the morning need to register with the main office and be given a late slip to give to the teacher. Students arriving after the end of the first period will have their name recorded by the office. Parents of repeat offenders will be required to meet with the Principal.
- Students who willfully intimidate (bully) others verbally, physically, socially, or through electronic means will be counseled on appropriate behavior, and will face consequences if they persist in these actions.
- Students will be referred for after-school detention in cases where both teachers and Principal agree it will be an effective deterrent.
- Students will not place orders for outside delivery of food for school. Any food ordered and delivered will be sent back to the caterers.

- Students who lose or damage school textbooks or any instructional materials on loan will be required to pay for replacement or repair. Final report cards are withheld if monies are outstanding.

2.4.O. Student Lunch

A schedule for lunch and lunch recess supervision will be provided at the beginning of the year. Lunch will be consumed in the classroom or in the IPS Cafe. Students in KG1 - G3 may purchase a Lunch Bag for the catering company (pre ordered) or they may bring lunch from home and should include only healthy items. Grades - G12 students will eat their food in the IPS Cafe and either bring food from home or purchase food on offer in the Cafe. No students are allowed to place orders for outside delivery to the school. IPS is a NUT FREE school to protect students and staff who are extremely allergic.

2.4.P. Textbooks

At the beginning of the school year, teachers should obtain all textbooks for distribution to students. As the textbooks are distributed, the student's name, the textbook number, and the book condition must be recorded on the Textbook Distribution List provided by the office. Teachers should keep the list, and provide a copy to the office. Each student should then use only the textbooks assigned to him/her for the remainder of the year.

Students who lose or damage textbooks or any instructional materials loaned will be required to pay for replacement or repair. At the end of each year teachers will inform the business office about the students who owe for lost or damaged textbooks.

2.4.Q. Uniforms

IPS students must wear school uniforms at all times. Only items sold by IPS, the authorized distributor of IPS Uniforms, or approved by administration are permitted.

All students may choose to wear on a daily basis the uniform polo or uniform T-Shirt with uniform solid navy pants or uniform navy and white stripe athletic pants.

- ES Students (K1-G5) wear uniform shorts (boys or girls).
- MS/HS Students (G6-G12) may wear uniform shorts for PE class or Athletics ONLY - at all other times for all MS/HS students' long pants are expected.
- Hats are required for elementary school students and MUST be worn by all students for outside play and should be removed when indoors.
- Students will be sent home to change when not in proper uniform.

Procedures:

- The policy will be explicitly presented in staff orientation week and published in the Family Handbook and in all admission materials.
- The expectations will be made explicit to students new to IPS and to families during the admission procedure and beginning of year communications.

- The community mentors each other to ensure all abide by the expectations.
- Administration and Teachers will monitor compatibility with the staff/students dress expectations,
 - When dress style is not compatible with the above expectations individuals will be asked to discuss the issues involved with the administration.
 - Continued lack of adherence to expectations will be asked to discuss the issues again and a record put on file.
 - Further complaints will be grounds for disciplinary action which may include being sent home to change.

2.5. GENERAL SCHOOL OPERATIONS

2.5.A. Announcements

Announcements to students/ parents will be sent to the teachers on an as-needed basis. E-mail and the school webpage are the primary channels of communication for parents.

2.5.B.1 Campus Hours

The school campus will be open on school days from 7:30 a.m. to 4:00 p.m. At all times, students MUST be accompanied by staff if/when on campus. Staff may access the campus on weekends by making arrangements with the school office.

All students should arrive at school no earlier than 7:30 a.m., when building and grounds supervision begins.

2.5.B.2 Library Policy

2.5.C. Child Protection Policy

IPS Child Protection Policy

The overwhelming aims of this Child Protection Policy are:

- To keep children safe while they are in school and to give them an environment where they feel secure and able to talk to an appropriate adult about issues around their personal safety or the safety of their friends
- To help the school maintain its ethos whereby staff, students and parents feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

The purpose of this policy is to ensure that all members of the school community:

- Are educated in the issues of different forms of child abuse and how to respond if they believe it is taking place
- Are aware of their responsibilities in relation to safeguarding and child protection
- Know the procedures that should be followed if they have a cause for concern

- Know where to go to find additional information regarding safeguarding
- Are aware of the key indicators relating to child abuse
- Fully support the school's commitment to safeguarding and child protection
- Are are fully informed in order to ensure their own safety and protection.

The designated member of staff

- The designated member of staff for safeguarding and protection in school is: the Head of School.
- In their absence, these matters will be dealt with by the relevant Principal.
- Should both of these people be out of the school, responsibility for Safeguarding will pass to the relevant Vice Principal/Program Coordinator.
- The Designated Person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff and volunteers to draw upon.
- All members of staff and volunteers must be made aware of who this person is and what their role is.
- The designated person will act as a source of advice and coordinate action within the school over child protection cases.
- The designated person should act as liaison with other appropriate agencies.
- They should possess skills in recognising and dealing with child welfare concerns.
- The designated person is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies.

To be effective the Designated Person will:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with relevant agencies over suspicions that a child may be suffering harm.
- Cascade safeguarding advice and guidance within school.
- Ensure each member of staff and volunteers at the school, and regular visitors are aware of and can access readily, this policy.
- Liaise with the Board Chair to inform him/her of any issues and on-going investigations and ensure there is always cover for the role of DP.
- Ensure that this policy is updated and reviewed every three years.
- Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.

The designated person also has an important role in ensuring all staff and volunteers receive appropriate training. All staff and volunteers should:

- Attend training in how to identify abuse and know when it is appropriate to refer a case.
- Have a working knowledge of how the relevant authorities operate to enhance the implementation of the Child Protection Policy.
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and Board.

- Make themselves (and any deputies) known to all staff and volunteers (including new starters and substitute teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.

Procedures for dealing with suspected or confirmed case concerns about child protection including the different elements of child abuse:

Child abuse may be physical (non-accidental injury); sexual; neglect or emotional. If a young person discloses to you that they are being abused or if you suspect they may be being abused, inform the designated person (DP) immediately. Concerns expressed by other students or parents should also be passed on to the DP. Any notes taken by you should be as close to the exact words of the young person as possible. Sign and date your notes before passing them on to the DP. Do not ask the young person questions or try to get them to elaborate on what they have said to you.

If a student asks you to keep something confidential, explain that this is not always possible because if they tell you something that you think might make them at risk of harm you need to get help and support for him or her and that you are obliged to do this.

Do not contact parents/carers regarding child abuse allegations when parents/carers are accused.

In cases where serious concerns have been raised about physical or sexual abuse the student will be seen as soon as possible. Where appropriate, further background information will be collected by the DP or person designated by them. It is not appropriate to get young people to remove clothing and so medical attention will be sought if appropriate and records of any injuries will be recorded. Any allegation of this seriousness should always be discussed with the Chair of the Board as soon as possible.

Most cases involve daily follow up with the student on a daily basis at school. The DP will designate a teacher well known to the student to maintain this contact/monitor development.

Responsibilities and immediate action

All adults working in this school (including visiting staff, volunteers and students on placement) are required to report any concerns that they may have around suspicions of child protection to the DP.

When an individual concern/incident is brought to the notice of the DP, he or she will be responsible for deciding if further advice should be sought from the Chair of the Board.

In circumstances where a child has a suspicious injury which requires urgent medical attention, the school nurse should be informed immediately. The referral process should not delay the administration of first aid or emergency medical assistance. If a student is

thought to be at immediate risk, urgent Emergency Services and/or Police intervention can be requested.

Recruitment

All staff recruited by the school will be subject to reference and Criminal Record checks. This school will only use recruitment agencies, which positively vet their staff. Staff coming to the school on a permanent or temporary basis will be made aware of the Child Protection Policy.

Staff Code of Conduct

All staff (paid and voluntary) are expected to adhere to the school code of conduct with respect to their contact with students and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions, or rewards are allowed outside those detailed in the school's Behavior Policy.

Staff are required to work in a professional manner at all times and should be aware of the inherent dangers in:

- working alone with a child
- physical interventions
- dealing with sensitive information
- giving gifts to and receiving gifts from children and parents
- disclosing personal details inappropriately
- meeting pupils outside school hours or school duties

Complaints/Allegations made against staff

IPS takes seriously all complaints made against members of staff. Mechanisms are in place for students, parents and staff to share any concern that they may have about the actions of any member of the school staff. All such complaints will be brought immediately to the attention of the Principals and/or Head of School in order that they may activate the appropriate procedures.

If the complaint concerns alleged abuse by the Head of School, this should be brought to the attention of the Chairman of the Board.

Staff who are formally disciplined for the abuse of students (or who resign before disciplinary action) will be reported to the appropriate authorities.

Records

Brief and accurate written notes will be kept of all incidents or child protection concerns relating to individual students. Child protection records are not available to students or parents. The Superintendent securely keeps C.P. records, separate from educational

records. Only the Superintendent and Principals will be able to access these.

The entrance to the school will be supervised. Authorised visitors to the school will be asked to wear a school visitor badge. Unidentified visitors will be challenged by staff or reported to the Senior Management Team or the school office. Security will be called if there are any concerns about unidentified visitors or intruders.

IPS procedure for dealing with students who may have special welfare needs:

If staff have concerns about students relating to the following issues they must refer the case to the DP:

- Non-accidental injury which could be the result of abuse
- Self Harm
- Drugs/solvent abuse
- Running away from home.

The DP will then make a decision regarding what appropriate action can then be taken.

Photographing children:

The school understands that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes. However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, the school will encourage parents to use film or settings on their camera that do not require flash.

The school will not allow others (visitors to school e.g. theatre groups or workshop providers) to photograph or film students during a school activity without the parent's permission.

The school will not allow images of students to be used on school websites, publicity, or press releases, without express permission from the parent, or guardians and if no such permission is granted, the school will not identify individual children by name. The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

Confidentiality and information sharing

The school, and all members of staff at the school, will ensure that all data about students is kept confidential.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

Physical restraint and contact with students

Members of staff may have to make physical interventions with children in order for children not to harm one another. Members of staff will only do this in line with school policy.

Extra-curricular activities/summer camps

Should the school administration transfer control of use of school premises to bodies (such as sports clubs, summer camp etc.) to provide out of school hours activities, the school will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

Contracted services

Where the school administration contracts its services to outside providers, the school will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

Implementation, monitoring, evaluation and review

All adults in school will receive a copy of this policy. It will be discussed at least annually at staff meetings.

The effectiveness of the policy will be reviewed and evaluated by the school administration annually in light of any specific incidents or other guidance.


Record of concern

Child's Name:		Date:
Date of Birth		
Date and time of concern:		
Your account of the concern: (what was said, observed, reported and by whom)		
Additional information: (your opinion, context of concern/disclosure)		
Your response: (what did you do/say following the concern)		
Your name:	Your signature:	
Your position in school:	Date and time of this recording:	
Action and response of Head School/Principal/Vice Principal (delete as applicable)		
Feedback given to member of staff reporting concern:	Information shared with any other staff? If so, what information was shared and what was the rationale for this?	


Checklist for DP (to be printed on back of record of concern form)

- Child clearly identified?
- Name, designation and signature of the person completing the record populated?
- Date and time of any incidents or when a concern was observed?
- Date and time of written record?
- Distinguish between fact, opinion and hearsay
- Concern described in sufficient detail, i.e. no further clarification necessary?
- Child’s own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)
- Record free of jargon?
- Written in a professional manner without stereotyping or discrimination?
- The record includes an attached completed body map (if relevant)


Audit date:		Audited completed by:	
Action needed	Timescale	Name and position of person responsible	Date action completed



Indicates that information from the checklist is lacking and deficiencies need to be addressed as a matter of urgency



Indicates that key information is included but recording could be further improved



Indicates that the recording meets the above required standards

If you intend to give a copy of the above action plan to the member of staff, please ensure they are not given page 1 , i.e. the actual record of concern form which contains confidential details.

2.5.D. Deliveries

Students are responsible for managing their materials to/from and at school. IPS does not accept deliveries for students during the day.

2.5.E. Health and Safety

IPS believes that the best learning and teaching takes place in a safe and orderly environment. We believe in students striving to achieve their full potential guided by caring, professional staff. Everyone at IPS is committed to providing the highest level of security for our students and community members. The key to producing a positive outcome during a crisis lies in preparation and prevention. The school recognizes its corporate responsibility for ensuring that the Health and Safety Policy is implemented in the school. The establishment of a healthy and safe environment is an essential prerequisite for the work of the school. It depends upon sound management, vigilant supervision and the cooperation of all personnel (children and adults).

Aims:

- Ensure the community is confident that the school has health and safety guidelines for planned responses to a variety of situations;
- Provide IPS administration, staff, students and parents with tools to face emergency situations;
- Ensure the health, safety and welfare of everyone on the IPS campus;
- Develop a school ethos which positively promotes safety;
- Establish and maintain safe working procedures among staff and pupils.
- Establish a system for the reporting, recording and investigation of accidents and incidents ensuring that this is applied rigorously.
- Facilitate safety training for staff.

Procedures:

- Make students aware of safety issues and their responsibilities and duties where appropriate;
- Regularly review and revise the Emergency Procedures Manual; Test the procedures laid down in the Emergency Procedures Manual on a regular basis;
- Ensure that all staff members are re/introduced to the procedures during orientation at the beginning of the school year and that they become familiar with them and how to implement them;
- Re-form the Emergency Team, as described in the Emergency Procedures Manual, at the beginning of each school year and ensure each member understands the roles and responsibilities laid down for them;
- Ensure that at all times there is an adequate number of staff trained in CPR/First Aid/AED;
- Inspect and report on playgrounds, athletic grounds and equipment regularly, and upgrade or repair to ensure they continue to be safe to use;
- Set up the system, at the beginning of the school year, for arrival and dismissal times to ensure the safety of students in the parking lot;
- Remind parents/students/ staff, at the beginning of the year of the necessity for students going home with friends have to have a written permission from their parents;
- Review, and revise if necessary, the Staff and Parent/Student handbooks and ensure that staff / parents/students are aware of the health and safety points made in them.

Students will have a mid-morning break and a lunch break. Teachers will act as role models to promote healthy eating.

- Administration will determine if students should be kept inside during recess if the weather is too wet, too hot, or too dusty. Teachers will be notified by email and will have activities planned for these days.
- IPS requires everyone using the school campus, with no exceptions, to respect IPS' smoking ban which encompasses all the property, 24 hours a day, 7 days a week.
- The community is made aware of and understands the evacuation plans that are posted in all rooms. Emergency evacuation drills are conducted periodically as scheduled by the administration, one of which each term will be unannounced. SEE EMERGENCY PROCEDURES MANUAL (available with the Director).
- All visitors must check in with the office and be directed to the appropriate location. Teachers who bring visitors must check the visitor in with security and update the Principal. Visitors may not use the computers, communications systems, or library without written permission from administration.
- Monitor and review this policy and ensure that necessary revisions are undertaken.

2.5.F. Procedures for safe medication administration

These general procedures should be used prior to the administration of any medication. They should also be used as the basis for supervision of non-medical and or unlicensed health personnel who are administering medication.

1. All medication sent to school MUST be given to the relevant nurse for administration along with written instructions using the Permission Form.
2. Wash hands before and after the procedure.
3. Compare labeled medications container with written order.
4. Read the label three times when taking it from the storage area, before giving it to the student, and before returning it to the storage area.
5. Check expiration date on label.
6. Check the time for delivery of medication - it must be given at the correct time
7. Confirm that the student's identity matches the name on the medication label. Ask him to say his name; don't ask "Are you Johnny Smith?"
8. Give the prescribed dose, using the prescribed route (i.e. by mouth) and at the prescribed time.
9. Observe the student as he takes the medication. Always have water and cups available.
10. Record medications given on the medication log and initial each time a dose is given.
11. Relock the cabinet whenever it is not open for obtaining medications.
12. Minimize distractions when medications are being given to prevent errors.
13. All medications should be assessed periodically for expiration dates and parents should be notified. Expired medications should not be sent home with students.
14. Under no circumstances should a medication be given in a different way than that written on the authorization form.
15. Correct timing is always important as some medications need to be given either with food or on an empty stomach.
16. Allergic reactions and other side effects can occur even after the student has been

taking the medication for a while. If any side effects such as a rash, dizziness, cough or breathing difficulty occur, do not give another dose. Call the parents immediately. If the student exhibits significant or increasing breathing difficulty, call 997.

2.5.G. Non-Smoking Policy

IPS is a non-smoking campus. The ban encompasses all property within the boundary walls of the school, and outside the gate area at the front and back of the school. All rest rooms, closets, work areas, rest areas, locker areas, storage, rooms, roof areas, gate house, security office and all other areas on school property not mentioned are considered part of this no smoking ban.

This policy is in effect 24 hours a day, 7 days a week. It includes all activities held at the school and any transportation provided by IPS. Parents, visitors, drivers, repair and delivery people will also be required to refrain from smoking while on school grounds.

We care about the safety, well-being and health of our students and co-workers. Your total cooperation is not only requested but also required.

2.5.H. Emergency Evacuation

Evacuation plans must be posted in all classrooms. All personnel should understand these plans. Teachers will receive specific instructions at faculty meetings.

Emergency evacuation drills are conducted periodically. An unannounced evacuation drill must be completed once a semester. Acquaint your students with the proper route for evacuating the building. Detailed instructions will be handed out at the beginning of the year.

2.5.I. Fundraising Activities

IPS promotes understanding, tolerance and compassion for others and develops students of integrity and principle. Events may be organised with the support and approval of both the relevant principal and the Head of School for any child centered charity..

Aims:

- Explain the rules applicable when collecting and distributing funds.
- Provide transparency when handling money.
- Confirm the school's commitment to others that we as a community can support.

Procedures:

- All activities involving fund raising by student groups must be approved by the relevant principal and the Head of School.
- Individual students or student groups may not represent IPS without prior school authorization nor can the school's name be used to advertise groups or activities without the school's express permission.

- A faculty member or members will supervise the activities including the collecting of money.
- All monies collected will be accounted for in writing and stored in a secure place until handed over or distributed appropriately.
- Activities will be screened by the school administration to maintain a balance of time spent by faculty and students on fund raising.

2.5.J. Governance

The IPS governing authority recognizes the importance, to the school's development in general and student learning in particular, of effective governance and its relationship with good leadership. To this end the proprietor and administration meet regularly to oversee the successful functioning of the school in support of the Mission Statement and Beliefs.

Aims:

- To support the administration in directing the delivery of challenging US preparatory program;
- To reflect understanding, tolerance, integrity, and principle in all its actions;
- To take the responsibility for planning the school's future direction;
- To communicate respectfully, honestly and constructively with the school community;
- To manage a strategic role;
- To work together with the Director effectively without duplication of effort

Procedures:

- Ensure compliance with Saudi laws and regulations;
- Establish and maintain a positive collaborative relationship with the administration;
- Provide procedures for continuity and succession of Director;
- Communicate Ministry of Education feedback;
- Carry out annual appraisal of the Director.

2.5.K. Leadership

The IPS Head of School recognizes the importance, to the school's development in general and student learning in particular, of good leadership and its relationship with effective governance. To this end the proprietor and administration meet regularly to oversee the successful functioning of the school in support of the Mission Statement and Beliefs.

Aims:

- To work cooperatively with the governing authority in directing the delivery of challenging US preparatory program;
- To reflect understanding, tolerance, integrity, and principle in all its actions;
- To liaise with the governing authority to plan the school's future direction;
- To communicate respectfully, honestly and constructively with the school community;
- To manage a strategic role;
- To work together with the governing authority effectively without duplication of effort;
- Guide and mentor school leaders and potential leaders within the school;
- To be accountable, consistent, and transparent.

Procedures:

- Oversee the academic, security and business management of the school;
- Establish and maintain a positive collaborative relationship with the governing authority;
- Direct the management, organization and supervision of all school activities;
- Ensure school policies are up-to-date, effectively monitored, and enforced.

2.5.L. Parties

To maximize the time students have with teachers in meaningful learning activities, class parties may not be held without consultation with the Principal. Class parties must come at the close of the school day and last no longer than 30 minutes.

2.5.M. School Trips

IPS believes that high standards of excellence in teaching are necessary to challenge students and many of these challenges can be faced outside the classrooms and school environs as well as inside. Field trips are encouraged and sponsored by school to enhance learning and teaching. Students will experience social and personal development by being outside the usual learning environment and gain deeper insights into the learning objectives connected to the curriculum.

Aims:

- Ensure the safety of everyone undertaking a school sponsored field trip.
- Ensure the experiences gained are linked directly to appropriate learning objectives.
- Ensure that communication between all appropriate groups connected to the trip is clear and timely.

Procedures:

- Teachers are encouraged to organize at least one field trip per year.
- The trip will meet appropriate educational objectives
- Responsible personnel will carry out risk assessment prior to the trip.
- Approval for the trip will be obtained from the principal (and Head of School for international trips) before making arrangements.
- The appropriate field trip request forms will be used to explain the purpose of the trip and its relation to the course outline.
 - [KSA Trip Request](#)
 - [Int Trip Request](#)
- All proposed times, places, arrangements and parent volunteers will be reviewed with the principal and recorded on the appropriate field trip forms.
- Teachers will prepare lessons plans for the classes they will miss, notify other teachers concerning students, distribute and collect parent permission slips and arrange for collecting money from parents.
- Field trips during the day should be back in campus by 2:30.
- The cost of the field trip is the responsibility of the parents.
- All students must complete the [Field Trip Permission Form](#)

- All field trips must be self funded and for trips outside Khobar and involve flights and overnight accommodation, the Field Trip Budget Form must be completed and must be approved by the Head of School. For assistance to complete the form, please see the Head of School. For field trips within Khobar bus costs need to be charged to the students and must

Responsibilities of Teachers, Students and Parents for School Trips:

Field trip proposals must be pre approved by the relevant Principal and the Head of School two weeks in advance for local trips and 4 weeks in advance for out of Eastern Province and international trips. No information may go out to parents until the trip has been approved. For int For ALL IPS trips communication BEFORE A TRIP LEAVES between administration, teachers, students, and parents is extremely important. DURING A TRIP communications should be minimized and limited to ONLY emergency situations. Trips are very busy affairs for everyone involved and calls TO/FROM members of the trip should be made ONLY in emergency situations. As a general rule, "If there are no calls, then everything is great and going as planned".

Teachers

- Teachers are expected to publish all trip logistics, purposes, and regulations in such a manner as it is easily understood and communicated to administration, students, and parents.
- Teachers are responsible for the safety and well-being of the group at all times.
- Teachers must ensure all necessary bookings and arrangements have been made prior to departure.
- Teachers are to be vigilant and anticipate possible risks.
- Teachers are to ensure that valid contact numbers are provided to parents and IPS offices, and that these numbers are monitored.
- Teachers are to maintain a high standard of appropriate behavior from students.
- Teachers are to role model appropriate, sensible behavior and decorum at all times.
- Teachers are ALWAYS on duty and the highest degree of professional ethics is expected at all times.

Students

- Students are expected to be fully informed and knowledgeable about all trip logistics, purposes, and regulations. It is their responsibility in coordination with teachers to ensure parents are fully informed.
- Students are responsible for the safety and well-being of the group at all times.
- Students are expected to favorably represent IPS when outside the school grounds.
- Students are responsible for following school and trip rules at all times.
- Students must be respectful of teachers, each other, and members of the public.
- Students are responsible for fulfilling the academic expectations and requirements associated with the trip.

Parents

- Parents are expected to be fully informed and knowledgeable about all trip logistics,

purposes, and regulations.

- Parents are responsible for the delivery and collection of students from point of departure and arrival unless otherwise provided by the trip.
- Parents responsible to provide all valid travel documents and funds for their children.
- Parents are to respect the curfews and instructions given by IPS teachers to students.
- Parents are to ensure that valid contact numbers are provided to trip chaperones and IPS offices, and that these numbers are monitored.
- Parents are responsible for all trip costs and any extra fees associated with early return of their child in case trip supervisors deem it necessary.

2.5.N. Special Education - policy currently under revision

IPS carefully considers the resources needed for successful learning and teaching. As a result of these considerations the school has determined that it does not have the resources to enable students with moderate to serious educational needs to access the educational programs it offers. This policy covers those students who are accepted into the school but whose subsequent needs were not obvious through previous school reports or during the assessment for admission. Having accepted the student into the school, IPS recognizes its responsibilities to the student and family to work towards the best outcome for the student's success.

Aims:

- To assess, support, and advise colleagues in their identification of children who are clearly struggling academically and/or behaviorally.
- To assess, support and advise colleagues in their identification of students who are gifted and/or talented
- To inform parents of the student's particular difficulties and / or needs and to work with them to find the best outcome for the student.
- Objectives:
- To organize a Student Study Team of teachers, parents, counselors, and administration to monitor the progress and/or behavior of the student
- To plan and evaluate high quality, differentiated lessons directed at the specific needs of the student, so that the student has a sense of accomplishment.
- To monitor the effect of any interventions on the workload of the teachers concerned, and the other members of the class.
- To keep records of progress up to date.

Procedures for supporting struggling students:

- A teacher who recognizes a student showing serious weakness academically and/or eccentric behavior discusses the issues with the Principal who will investigate the teacher's observations and form a Student Study Team if the situation warrants it.
- The team supports and encourages the teachers in contact with the student, through discussions, modeling, and observations. Meetings and discussion are recorded.
- The team regularly meets to discuss the effects on the teachers and students working with the student and has the option of suggesting full or part time support person to aid the student in class. Parents will be responsible for the expense of such a learning

assistant. The final decision on recruiting such a person will be with the Director and Principal.

- If the team decides that the resources of school are such that the needs of the student are not being met the Administration will work with the parents to find the best placement elsewhere for the student.

Procedures for supporting Gifted and/or Talented students:

- Teachers who recognize a student showing exceptional strengths in their class will discuss the issues with the principal who will investigate the teacher's observations and form a Student Study Team if the situation warrants it.
- School will investigate and provide on-line support for advanced students if appropriate.
- School will coordinate schedules so that students can attend some classes in a higher grade if appropriate.
- Teachers will consider the following 5 strategies:

Contact with parents: Contact with parents will be maintained to give confidence to parents that the school recognizes the learning needs, and to confirm our commitment to challenging the student.

Individual help: Provide some extra support (from either the teacher, or the LA, if available) Plan a specific program for them to complete in the classroom with a small amount of support.

Differentiation: The teacher will provide work for the gifted and talented student that is differentiated at an individual level. Differentiation can be by: task, time, resources, and/or level of support.

Using a mentor: Identify an individual person to whom the student can go for support, help, or just to talk through issues that are either bothering them, or interesting them.

Educating the Whole student: Ensure the student's experience at school is not just work, work, and work. Strategies and meetings are recorded and filed.

2.5.O. Transportation

Although families are responsible for the transportation of their children to and from school, there are occasions when school sponsored activities require school to provide transport. With the belief regarding responsibility for student safety at all times in mind, IPS only hires transport from local, reputable, companies in buses that are fully fitted with seatbelts. The school minibus service record is kept up-to-date and is driven by a fully licensed driver.

Objectives:

- To ensure student safety on school field trips
- To establish procedures for hiring transport from suitable companies.
- To ensure student safety in the parking lot.

Procedures:

Field Trips

- School maintains a list of transport companies whose training and safety records can be verified.
- Staff appointed to arrange field trips refer to the list when organizing transport.
- Staff confirm that the transport has seat belts enough for all passengers
- Field Trip leaders follow the procedures for organizing field trips.

2.5.P. Use of Technology

IPS believes that the skills to utilize technology are essential to prepare students for the future, and will empower them to contribute to a twenty-first century global society. IPS information resources, materials and technology are accessible and of adequate scope, quantity and quality to facilitate the school's pursuit of its total educational program. IPS educates students to take a responsible, therefore safe, approach to their use of the technology available to them. Awareness of e-safety is part of the school's e-safety provision. We are a Google for Education Partner, which means we use Google Applications For Education (GAfE).

Aims:

- To inform to all members of the school community who have access to, and are users of, school IT systems, both in and out of school.
- To ensure that the school infrastructure / network is as safe and secure as is reasonably possible. The relevant people will be effective in carrying out their e-safety responsibilities;
- To ensure that children and young people are safe and are protected from potential harm, both within and outside school.
- To ensure E-safety is a focus in all areas of the curriculum and that staff reinforce e-safety messages in the use of Information and Communication Technology (ICT across the curriculum.

It is our responsibility at IPS to ensure that all students develop the skills and habits of mind to adapt to our ever-changing world. This includes being a safe consumer and producer of digital media.

A Bring Your Own Device (BYOD) environment is about helping children learn how to activate their creativity in order to engage in challenging, authentic and personalized learning experiences. When combined with effective teaching and learning, technology has the ability to transform how students connect, collaborate and create.

BYOD allows for a transformation of teaching practice, physical learning spaces, and learner habits of mind. It leads to classroom transparency within the IPS community of learners and opens the doors to global collaboration.

Purpose

Each school year, this policy is reviewed and updated. The policy is designed to protect personal safety, promote digital citizenship, and empower learners. It is meant to be followed both at school and at home. Teachers, support staff, and administrators approach

each behavior that is contrary to our IPS Responsible, Respectful Use Agreement (RRUP) [LINK](#) based on the individual learner and the severity of the situation. Protocols are in place that are aligned with our behavior policy, so there is consistent support for all students. Prior to accessing the school's network and digital tools, the students, in partnership with their parents and teachers must read, understand, and agree to the policy and complete the Digital Citizenship Program.

IPS Essential Understandings

- Learning is the focus, and technology is a powerful conduit to empower our ever-changing physical and digital-communities.
- Technology and media exist today, are transforming our world, change rapidly, and we need to embrace and harness them to prepare for the future.
- Student-managed devices in a 1:1 setting is the differentiation vehicle that truly personalizes each learner's educational experience into one that is both challenging and authentic.
- Through blended learning, we all become contributors to the world's knowledge base.

Student Essential Understandings

- I will focus on my learning while using devices.
- Technology is powerful, is transforming my world, and changes constantly.
- I need to learn when, where, why and how to use technology respectfully, responsibly, mindfully, safely, effectively and efficiently everyday.
- My classmates and I have different needs and learn in different ways. My device allows my teacher and I to make lessons, homework, projects, and all learning activities fit me.
- I will create content to publish and share with the world constructing my positive digital footprint.

Parent Essential Understandings

- I will interact with and monitor my child's use of devices to know how s/he uses them for learning.
- I need to understand how technology is transforming our world and accept and embrace what technology and media have to offer.
- I need to model effective and efficient use of technology everyday.
- My child has unique learning styles and needs that can be maximized with devices if I am an active guide.
- Learning is not at all like I experienced; we all are creators of knowledge, and we should share with the world.

Procedures:

Bring Your Own Device Procedures (procedures 1-7 revised June 1, 2017)

1. Teachers will direct students as to WHEN to bring devices and WHERE to use the device.
2. Parents please provide your IPS student with a device that meets the minimum requirements as highly recommended by the staff and administration:
 - a. Minimum Requirements for Grades KG - G3 a tablet (iPad preferred) or laptop computer. (See note below)
 - b. Minimum Requirements for Grades 4-12 a laptop computer. (See note below)
 - c. NOTE: : Minimum laptop requirements can be found by clicking on this [LINK](#).
3. All laptops and tablets brought to school will be evaluated by the IT Department during the first two weeks. Laptops not meeting the minimum requirements will not be permitted on the school network. Parents will be strongly encouraged to provide the appropriate device for their student.
4. Permitted devices will be stickered so all are aware of accepted devices.
5. All students will complete an IPS Responsible, Respectful Use Agreement (RRUP)
 - Hard Copy ([LINK](#))
 - Google Form (LINK) coming soon.
6. Acceptable use policy: [January 19, 2017 - Social Media Policy](#).

2.5.Q. Visitors

All visitors must check in with the office and be directed to the appropriate location. Teachers who bring visitors must check the visitor in with security and update the principal. Visitors may not use the computers, communication systems, or libraries without administration authorization.

2.5.R. Volunteers

There are times when the school would benefit from the contributions of a volunteer. Volunteer activities need to be initiated by the teacher and approved by the relevant Principal.

2.5.S. Waiver of Liability

Adequate supervision of students will only be provided between the hours of 7:30 a.m. and 4:00 pm Sunday through Thursday. The school will not be responsible for students on campus before or after these hours. Parents MUST collect their children in a timely manner.

2.5.T. Student and Parent Complaint Procedure

The students and parents at IPS have the right to propose complaints against the decisions made by the teachers and school administration. The same principles will apply to complaints about the implementation of the IB Diploma Programme.

Aims:

- To provide a process to follow should communication between members of the community need support;
- To show that the school takes complaints and grievances seriously, and will investigate and deal with those complaints appropriately and sensitively.
- To enable the members of the school community to foster good relations, trust and confidentiality and to assist the resolution of individual complaints and grievances promptly and fairly.
- To allow the school to reach a satisfactory and reasonable resolution to all complaints within the bounds of quality teaching and learning, health and safety, and financial viability.

Procedure:

- Initiate the informal process, stage 1 and 2, through which most grievances can hopefully be resolved without recourse to any subsequent stage;
- Proceed to a formal procedure including appeal process to be invoked when the first or second stages have failed or are inappropriate;
- At all stages, the staff/parents/students/ involved are entitled to be accompanied and/or represented by a friend (who may be a colleague, professional representative or other advisor);
- Members of staff will be required to maintain written record of all complaints and grievances;
- Complaints will be treated with discretion and information regarding a complaint will be shared only with those persons who need to be involved in order to bring the matter to a satisfactory resolution.
- The school will endeavor to reach a satisfactory and reasonable resolution to all complaints within the bounds of quality teaching and learning, health and safety, and financial viability.

STAGE 1

The complainant should, in the first instance attempt to resolve any disagreement between themselves, if needed by asking respected and objective community members to facilitate a settlement;

STAGE 2

If the complaint still stands then the complainant will arrange to meet the relevant principal to discuss the matter. The principal will attempt to settle the matter. (If the complaint is against the principal then the complaint is taken to a second principal);

STAGE 3

If the grievance is not settled by this time then the complaint is taken to the Head of School who will attempt to settle the matter. (If the complaint is against the Head of School the complainant can go to the Managing Director)

STAGE 4

If the complainer is still dissatisfied then the Managing Director can constitute a Complaints

and Grievance Committee made up of administration, teachers, and auxiliary staff that will bring the complaints and grievance procedure to a conclusion. The conclusion of this committee will be final.

Complaints Against the Decisions about the IB Diploma Programme

- The IB Coordinator is the liaison between the school community and the IB. All of the complaints in regards to implementation of the IB Diploma Programme will be addressed to the IB DP Coordinator.
- The IB DP Coordinator informs the Head of School of the complaints and then responses to them in line with the IB regulations. The responses will be presented in writing. The IB DP Coordinator will hold in-person meetings if further details are demanded by the parents and/or students.
- The IB assessment procedures are shared with the students during the school year. If students or parents are not satisfied with the results of the IB assessment results, they will be provided with the details of the appeals process (EUR). The appeal will be submitted to the IB after a consent form is obtained from the parents.

**IPS is an IB World School offering
the Primary Years Program (PYP) and
the Diploma Program (DP).**