

# Harrow

**Route, Destination and Bus stops**

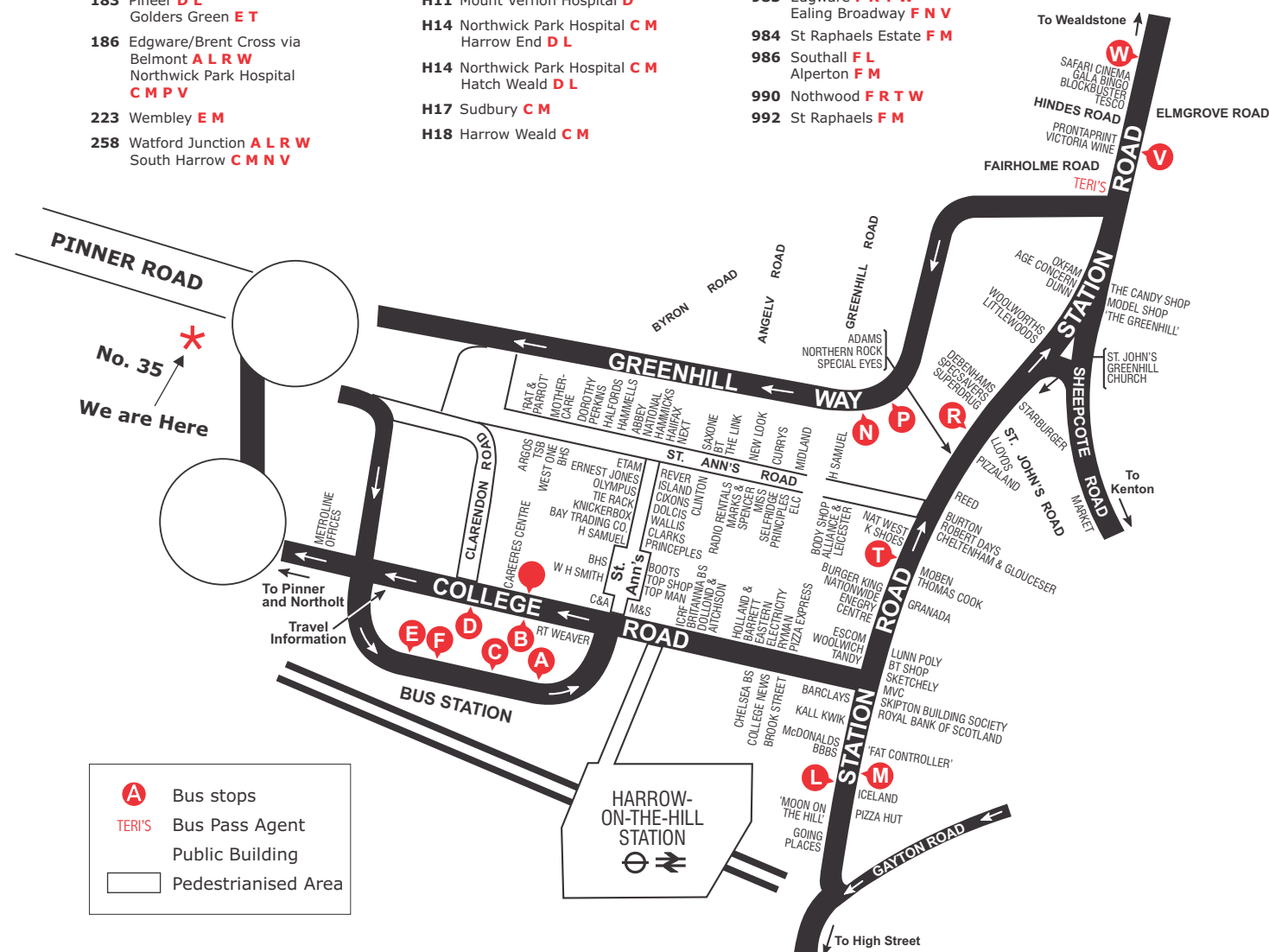
- 114 Mill Hill **ET**  
Ruislip **BL**
- 140 Harrow Weald **ARW**  
Heathrow Airport **BNV**
- 182 Harrow Weald **ALRW**  
Wembley/Brent Cross **CMPV**
- 183 Pineer **DL**  
Golders Green **ET**
- 186 Edgware/Brent Cross via Belmont **ALRW**  
Northwick Park Hospital **CMPV**
- 223 Wembley **EM**
- 258 Watford Junction **ALRW**  
South Harrow **CMNV**

**Route, Destination and Bus stops**

- 340 Edgware **ARW**
- 350 North Bushey **D**
- H10 via South Harrow & Rayners Lane **B**  
via Northwick Park Hospital & Kenton **CM**
- H11 Mount Vernon Hospital **D**
- H14 Northwick Park Hospital **CM**  
Harrow End **DL**
- H14 Northwick Park Hospital **CM**  
Hatch Weald **DL**
- H17 Sudbury **CM**
- H18 Harrow Weald **CM**

**Route, Destination and Bus stops**

- Night Bus**
- N18 Harrow Weald **ALRW**  
Trafalgar Square **CMPV**
- Mobility Buses**
- 978 Uxbridge **FM**
  - 982 Brent Cross **FM**
  - 983 Edgware **FRTW**  
Ealing Broadway **FNV**
  - 984 St Raphaels Estate **FM**
  - 986 Southall **FL**  
Alperton **FM**
  - 990 Nothwood **FRTW**
  - 992 St Raphaels **FM**



\* International School of Sikh Studies



# International School of Sikh Studies

## POLICY HANDBOOK 2014-16

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### ADMISSION POLICY

#### Aims

- To assess the students performance and achievements to-date and place him/her at an appropriate level and/or provide proper advice on the career/professional course the student is planning to embark on.
- To ensure that there is no discrimination of any sort based on colour, race, sex or religion while granting admission.
- To ensure that the students feel comfortable and are welcomed by the Student Welfare Officer and introduced to fellow course students and the facilities.

#### Admission Procedure:

- For new admission, advertisements are placed in both English and vernacular papers in the UK. All advertisements are carefully scrutinized so as not to give any misinformation.
- Applications are sorted according to level and subjects applied for.
- Local applicants are interviewed and admitted according to their ages, ability and academic qualifications. No distinction is made on the basis of colour or race. Overseas students will be granted admissions based on their qualifications, experience, financial background and telephonic interviews will be conducted only if deemed necessary. The ISSS strictly applies its Equal Opportunity Policy.
- A list of prescribed text books and class time table is given at the time of enrolment.
- A student Identity card, a bus/rail card forms will be completed at the time of enrolment.
- Welfare officer will be at student's disposal at all time.

#### Procedure for welcoming new students

##### The following are strictly observed:

- Introduce students to life at International School of Sikh Studies
- To gather appropriate information on their arrival in order to meet their learning needs. [These details are also recorded on the admission form]
- To ensure their social involvement from the earliest possible moment.
- To continue to monitor their "settling in" throughout their first year in the ISSS.

#### Office Staff

- Make necessary arrangements to receive overseas students at the airport, if required.
- Make necessary arrangements to show the overseas students accommodation, if required.
- Inform Teacher/Course Co-ordinator of new arrival and pass on relevant information.

#### Student Welfare Officer

- Welcome new students.
- Complete new admissions forms.
- Show students around the ISSS.
- Provide a timetable.



### ASSESSMENT AND RECORD KEEPING POLICY

#### Introduction

The Administrative Office to keep records of every student, including information on their academic achievements, other skills and abilities and progress. These records must be updated at least once a year.

Any assessment, however, should be **positive, manageable, useful and consistent.**

This assessment policy will at all times, follow the Equal Opportunities and Special Educational Needs policies.

#### Aims

- Provide an evaluation of what has been taught and learned, identifying students' strengths and weaknesses.
- Ensure continuity and progression.
- Inform future planning.
- Identify students with special educational needs.
- Provide students with the opportunity to review their work, to self assess and to set future targets.

#### Guidelines:

##### Assessment will be used in the following way

- **Formative:** the information gained "forms" or affects the next learning experience.
- **Diagnostic:** finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing students making the expected progress.
- **Evaluative:** informing the strategic planning and direction of the whole ISSS by evaluating the impact of planning, teaching and the curriculum on students' achievements. ISSS incorporates the use of plagiarism software (Viper and Turnitin) in the assessment of coursework/dissertation.
- **Summative:** systematic recording of information which leads towards a summary of where the students have reached at a point in time. This is an essential tool for identifying progress over time. At our ISSS we use regular testing and Records of Achievement.

#### Assessment - who is it for?

##### Teachers

- Where the students are starting from?
- Has the class overall learned what was planned?
- Are they making sufficient progress against the qualifications framework?
- How are students applying their skills, knowledge and understanding across the curriculum?
- Which students need more help and in which areas?
- Which students need extension work?
- Is the planning for activities, resources and staffing well targeted?
- How can the lecturer do it better next time?

##### The Principal, Vice Principal, Course Co-ordinators

- Are the students making progress?
- Are there any major problems?



#### Agreed methods

- **Using effective questioning;**
- **Using Marking and feedback strategies:**
- **Testing**
- **Assessment to inform planning/ sharing success criteria.** Sharing the learning intention for each activity has been shown to raise student achievement. In addition, by sharing the learning outcome or success criteria, students will have a clearer understanding about what they will need to do in order to be successful. This should help students to understand what they have done well and what they need to develop.
- Provide evidence.
- Student Self assessment should be based on previous achievement and aims to raise self-esteem and fulfil learning potential.
- **Target setting:** Targets are set each year for. These targets are in relation to their predicted success at the end each academic year. These targets may be adjusted at the next appraisal if we feel that the original targets are unrealistic.

### ATTENDANCE RECORDING POLICY

#### Attendance Policy:

Definition of a contact point - attendance taken twice daily.

The aim of the policy is to help all students take responsibility for their full and prompt attendance; this will develop their learning experience, widen their personal skills and promote retention, achievement and progression.

#### Rule 1: {100% attendance}

A student must attend all classes, submit all assignments and appear in all tests set in the academic year.

#### Rule 2: {Leave for illness or other emergencies}

In exceptional circumstances, he/she (the student) must submit documentary evidence to support his/her absence. The maximum leave allowed, in such circumstances, must not exceed 9 days in total, in one complete academic-year cycle; supported by ISSS Sickness Reporting Form/Declaration for reason of Absence, medical certificate.

#### Rule 3:

The rules of issuing warning letters and/or emails are as follows:

1. **First letter to students:** When a student is absent for 3 consecutive days, or is absent for any 3 days in the academic year in cycle (misses 6 contact points), first warning letter will be sent offering guidance and strongly advising him/her to attend classes regularly.
2. **Information to Home Office:** when a student is absent for 5 consecutive days in academic year cycle (misses 10 contact points) information, to this effect will be sent to Home Office.
3. **Second and final warning letter to students:** When a student is absent for 6 days in an academic year cycle a final warning letter will be issued advising that the student must not miss any further classes without a valid reason. No further warning letter will be issued after this warning. Student will also be cautioned that sponsorship will be withdrawn when the total absences exceed 9 days in current academic-year cycle.

#### 4. Withdrawal of sponsorship and information to Home Office and the student:

Students sponsorship will be withdrawn and Home Office will be informed accordingly, when the total absence exceeds 9 days in any academic-year cycle. The student will also be informed regarding action to be taken.

#### Rule 4:

ISSS requires students to attend all classes punctually according to their signed registration agreement and course timetable. If a student misses a class they should contact ISSS Administration Dept by phone/email with immediate effect.

Standards by which success of this policy can be evaluated:

1. Continually improving attendance and punctuality. Maintaining this throughout the academic year.
2. Setting relevant attendance benchmarks.
3. Fast action to support students with below acceptable benchmarks for attendance and punctuality.
4. Improved student success.
5. Staff compliance with the attendance policy.

#### Responsibility for implanting this policy:

1. The Director Principal and Principal have overall responsibility for the implementation of this policy through direction to the Administration Department.
2. Timely and correct monitoring of attendance reported back weekly by Administration Dept., to the weekly staff meeting.

#### NB:

The students are made aware of the School Attendance Policy. Firstly, at the time of enrolment, secondly on the Induction Day and then everyday in the morning assembly. Students are also advised that they can find the attendance policy on the College website and on the Students' Common Room notice board and they must make themselves aware of it.

## BEHAVIOUR POLICY

### Core Beliefs and Ethos

1. The quality of learning and behaviour in ISSS are inseparable issues, and the responsibility of all the staff.
2. Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and lecturers to teach. To enable learning to take place, preventive action is most effective, but where this fails we will take proactive measures to help pupils manage their behaviour.
3. We are aware that there is no single solution to the problem of poor behaviour, but consistently implementing good teaching practice in learning, teaching and behaviour management is necessary.
4. Respect has to be given in order to be received. Students and staff need to cooperate in a culture of mutual regard.
5. The ISSS Course Co-ordinators have a critical role in establishing high standards of learning teaching and behaviour.

It is acknowledged that society expects good behaviour as an important outcome of the educational process.

### ISSS Aims

- To create a secure environment, that encourages and reinforces good behaviour and learning;
- To ensure the safety and well being of all students, staff and visitors to our ISSS;
- To define acceptable standards of behaviour and to encourage students to be accountable and responsible for their actions;
- To encourage consistency of response to both positive and negative behaviour;
- To promote self-esteem, self-discipline and positive relationships;
- To promote, through example, honesty and courtesy;
- To provide a caring and effective learning environment;
- To encourage relationships based on kindness, respect and understanding of the needs of others;
- To ensure fair treatment for all regardless of age, gender, race, ability and disability;
- To show appreciation of the efforts and contribution of all;
- To ensure that the ISSS's expectations and strategies are widely known and understood;
- To encourage the involvement of both students and lecturers in the implementation of this policy;
- To conduct audits and monitor the progress made in reducing the bad behaviour on an annual basis.

### Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards and expectations which are either fulfilled or not. Thus the ISSS has a central role in the students' social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the students' developing ability to conform to our behavioural goals.

The students bring to ISSS a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At ISSS we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.



### ISSS Learning Policy

Our learning philosophy reinforces our belief that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning, and structured feed-back, all help to avoid the alienation and disaffection which usually lies at the root of poor behaviour.

It follows that lessons should have clear objectives and learning outcomes, understood by the students, and differentiated to meet the needs of students of different abilities.

Marking and record keeping can be used both as a supportive activity, providing feedback to the students on their progress and achievements, and as a signal that the students' efforts are valued and that progress matters.

### Classroom Management

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to students about the extent to which they and their efforts are valued. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the students to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between lecturer and student to avoid resentment. Each class will have an established framework of general routines, boundaries and expectations, which are understood by all adults and students.

### Organisation and facilities

A clean, attractive and tidy ambience in the ISSS promotes good behaviour. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

### Rules and Procedures

Rules and procedures should be designed to make clear to students how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the students what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the ISSS has responsibilities towards the whole.

### Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. ISSS believes that rewards have a motivational role, helping students to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

### Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the ISSS community.

In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Unacceptable behaviour may result in one or more of the following sanctions:

- a verbal reprimand and/or warning;
- removal from a lesson;
- withdrawal of privileges;
- internal suspension from some or all lessons for a period of time;
- exclusion from the ISSS site at lunchtime;
- fixed-term exclusion;
- permanent exclusion.

#### **ISSS regulations concerning students' behaviour apply during**

1. The ISSS day, including morning and lunchtime breaks
2. Before and after ISSS, whilst on site
3. ISSS journeys and visits
4. Extra-curricular activities

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. As a ISSS, we feel that our students and staff should be secure at all times. Behaviour likely to undermine that security is consequently regarded as a serious breach of discipline.

**The following offences are regarded as serious enough and could merit automatic exclusion (which may be permanent) from the ISSS, at the Principal's discretion:**

- Serious physical assault upon another student;
- Threatening behaviour;
- Persistent bullying;
- Possession of an offensive weapon;
- Persistent sexual harassment;
- Persistent racial harassment;
- Persistent smoking;
- Misuse/abuse of alcohol and/or solvents;
- Possession, distribution, or use of illegal drugs;
- Possession, distribution, or use of fireworks;
- Deliberately setting off the fire alarm;



- Theft;
- Repeated failure to comply with the students' individual timetable;
- Swearing at members of the ISSS staff.

Exclusion may also be considered as a suitable sanction for other types of misbehaviour which, whilst not undermining the security of members of the ISSS community, nevertheless disrupt the learning of other students', undermine the discipline of the ISSS or damage the reputation of the ISSS. Physical assault upon a teaching or non-teaching member of the ISSS staff will result in an immediate exclusion. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole ISSS procedures should take place to eliminate these as contributory factors.

#### **Prohibited Sanctions**

The Students' Act specifically prohibits the use of corporal punishment. This means the intentional application of force as a punishment and includes slapping, rough handling, striking with or without an implement or throwing missiles at a student. Physical restraint should only be used to prevent a student from harming him or herself, other people or property. Staff should not put themselves at risk and restraint should involve minimum force.

#### **Behaviour, Discipline and Exclusions**

1. Social inclusion is the responsibility of every member of staff in the ISSS, with high standards and expectations for all, to enhance the educational experience of every student. All staff operate consistent systems in accordance with the guidance and policies for behaviour management. The notion of partnership between home and ISSS underlies this philosophy. Parents/carers are expected to fully support the ISSS in its attempts to include and make provision for all students.
2. The ISSS expects high standards of behaviour from all students with fair ISSS procedures for behaviour management which are equally applied to all. The ISSS takes into account specific needs of individuals which may relate to their background, when dealing with unsociable behaviour. This principle will not be allowed to contravene the rights of all students to be part of an orderly and mutually respectful environment.
3. The ISSS has early intervention strategies, particularly for those who may be at risk of disaffection. Students who have difficulty with behaviour management will be offered individual support through a support programme, pastoral support or where appropriate, an Individual Education Plan to meet individual needs.
4. Staff and students are aware of procedures for dealing with harassment. Language and behaviour that is racist, sexist, homophobic or potentially damaging to any groups will not be tolerated.

#### **RECORDING PROCEDURES**

##### **The ISSS is required to keep**

1. An incident book to record:
  - Any incident involving a student or a member of staff, which results in personal injury to that, or some other person, or damage to property;
  - Any loss of, theft of, or damage to property;
  - Any other incidents of a serious nature;
  - Racial and staff abuse must be recorded separately;
2. A discipline book to record all major disciplinary measures taken against students. This is kept in the staff room.

Following an incident involving physical restraint or intervention, a full factual report on events leading up, during and after the incident should be recorded in the book. A copy of the record should be placed in the student's personal file, along with any reports from witnesses. The report must include:

- Details of where and when the incident took place
- Circumstances and significant factors leading to the incident
- The duration and nature of any physical restraint used
- The names of the students and staff involved
- A description of any injury sustained by staff or students
- A description of any action taken after the incident
- The statement must be signed and dated

#### Annual Audit

The ISSS will review their behaviour, learning and teaching policies and undertake an audit of pupil behaviour on an annual basis and focus on following practices:

- A consistent approach to teaching, behaviour management and learning
- Behaviour strategies and teaching good behaviour
- Organisation and facilities
- ISSS leadership
- Rewards and sanctions
- Staff development and support
- Liaison with parents and other agencies

#### Bullying

Bullying is a form of a bad behaviour, and will be dealt with in accordance with the policy for Bullying

### BULLYING POLICY

The ISSS has a zero tolerance to bullying and is committed to make an all out effort to ensure that this message is sent to all the students and incidences of bullying are effectively handled. Bullying encompasses Bad behaviour, issues of protecting children and ensuring their welfare and issues of racial equality.

#### Bullying is defined as

Deliberately hurting physically or mentally, repeatedly over a period of time to the victims, who cannot defend themselves.

#### Bullying takes many forms including:

- *Physical*- violence hitting, kicking and taking belongings
- *Verbal*- name calling, insulting and offensive remarks
- *Indirect*- spreading stories, exclusion from social groups, malicious rumour mongering or sending malicious mails or text messages

#### AIMS OF THE POLICY

1. Raising awareness amongst students and parents.



2. Identifying various forms of bullying, and implementing procedures against bullying on a consistent basis.
3. Continuously monitoring and maintaining records.
4. Evaluating results and initiating new measures to proactively control it.

The ISSS recognises that bullying ruins the learning process and the teaching effectiveness and has serious implications on the physical and mental health of the victim leading to depression, anxiety, loneliness and even attempted suicide in the extreme. The attitude of students who bully is aggressive, vindictive racial and not conducive to their learning process or their becoming good human beings.

#### The different forms of bullying and strategies to counter bullying:

##### Bullying by Race

This can occur in following forms:

- verbal abuse by name calling, racist jokes and offensive mimicry
- physical threats or attacks
- wearing of provocative badges
- bringing racist comics, magazines
- inciting others to behave in a racist way
- refusing to cooperate in work or play
- racist graffiti
- Effectively record the incidents, and conduct enquiry into them
- Take punitive action against erring students, depending on the nature of bullying
- Impress on the other students the effects of bullying and giving them incentives for not joining the bullies
- Listen carefully to students and providing them opportunity to express their views
- Involve parents if necessary.
- Enforcing class cohesion through rewards and punishments

##### Bullying related to sex or sexual orientation

This bullying can happen to both the genders and can take forms like:

- Abusive name calling
- Coming on looks, emerging puberty
- Inappropriate and uninviting touching
- Sexual innuendoes and proposition
- Pornographic material
- Sexual assault or rape

##### Bullying by text messages

In this case there is a proof and the sanctions and punishments levied will be dependent on how often the incidences recur and what the nature of bullying is.

The ISSS strictly prohibits the use of the mobile phones in the premises of the ISSS.



### PROCEDURES

1. These policies and procedures on bullying have been discussed and finalised after consultation with all the lecturers. The ISSS shall exhibit in all the prominent places that the ISSS strictly follows the anti bullying policy, and the same is available for inspection at all times from the designated lecturers.
2. The designated lecturers shall hold an annual training course for all the lecturers, staff on anti bullying policies and implementation. Attendance for this training is mandatory for all the staff. All staff whether permanent or temporary will be given a written statement on ISSS's policy on bullying with the names and contact details of the committee and the designated lecturers.
3. The Principal shall form a committee who will be wholly responsible for implementing this policy. The designated Lecturers shall report to the committee any serious complaints or matters which have been brought to their notice within 24 hours. These include:
  - Rape or sexual assault
  - Threat to life
4. In all other cases the designated lecturers along with the other teaching staff shall implement the policies and procedures. The designated lecturers, along with the reporting lecturers will submit their initial suspicions, findings, the full details of pupil's interview and record it in the Registers specially maintained for this purpose.

### CAREER DEVELOPMENT POLICY

The ISSS is committed to provide excellent advice to the students as regards careers. In fact the aim of the ISSS is to provide a Vocational and Professional Education which ensures Employable Skills.

During the last term of the year the ISSS will hold seminars and invite professionals from the following fields to give an overview of the employment prospects and opportunities afforded by different careers. The careers identified for the students are:

- Hospitality and Tourism Management
- Medicine, Dentistry and Pharmacy related courses
- IT, Software consultants and Hardware consultants
- Accountancy, Management and Banking
- Law
- Architecture
- Health and Social Care
- Nursing
- Science

### COMPLAINTS POLICY

This policy and procedure is for the benefit of students at International School of Sikh Studies. This policy and procedure will be relied upon in respect of all complaints by students made against the ISSS except in respect of:

- Expulsions where a separate policy and procedure applies.
- Appeals relating to internal assessment decisions for external qualifications where a separate appeals

procedure applies.

Complaints made by members of the public about the ISSS will be dealt with under the International School of Sikh Studies Complaints Procedure.

The ISSS expects that most concerns can be resolved informally and will use their best endeavours to resolve any complaints that are made informally, or any concerns that are raised, on that basis. If informal procedures fail to resolve the issue, a formal complaint about any matter must be stated courteously in writing to the Principal and will be dealt with under this Complaints Policy and Procedure.

Every complaint shall receive fair and proper consideration and a timely response. This policy and procedure is available on request to, students, the parents of students and prospective students of the ISSS.

#### ISSS Complaints Procedure

##### Stage One - Informal Resolution

- It is hoped that most complaints and concerns will be resolved quickly and informally.
- If students have a complaint they should normally, in the first instance, contact the Principal/Vice-Principal. In many cases the matter will be resolved straight away.
- A written record of all concerns and complaints, and the date on which they were received, will be kept for one year after the student leaves the ISSS.
- The ISSS will use its reasonable endeavours to resolve any informal complaints within ten working days of them being raised, except where they are raised within ISSS vacations or within two working days of their commencement where the ISSS will use its reasonable endeavours to resolve them as soon as possible after commencement of the new ISSS term (usually within ten working days).

##### Stage Two - Formal Resolution

- The Principal/Vice-Principal will undertake an investigation and decide upon the action to be taken.
- In most cases, the Principal and Vice-Principal will meet or speak with the student concerned to discuss the matter. If possible, a resolution will be reached at this stage.
- A written record of all meetings and interviews held in relation to the complaint will be maintained.
- Once the Principal is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made. The student will be informed of this decision in writing, giving reasons for this decision. The written decision should be provided no later than ten working days after speaking or meeting with the student to discuss the matter. The Principal may, where feasible, also meet with the student to explain the decision.
- The ISSS will keep a written record of all formal complaints, including records of meetings and interviews held in relation to the complaint, and the ISSS decision, which will be kept for one year after the student leaves the ISSS.

##### Stage Three - Panel Hearing

- If the student seeks to invoke Stage Three following failure to reach an earlier resolution and where dissatisfied with the Principal's decision in respect of their formal complaint, the student may, in writing addressed to the ISSS, request that their complaint be further considered by the Board of Trustees.
- This request for further assessment of the complaint will, for the purposes of this Procedure, be known as an "appeal".
- Students must lodge their appeal in writing and within ten working days of the date of the ISSS decision made



in accordance with the Stage Two Procedure. The student should provide a list of their complaint(s) made against the ISSS and which they believe to have been resolved unsatisfactorily by the Stage Two Procedure, along with the remedies sought in respect of each. The Vice Chancellor is only obliged to consider the complaint(s) lodged in this 'initial submission' although they may use their discretion to consider other relevant and related matters that may subsequently arise.

- Where an appeal is received by the ISSS, the ISSS will, within five working days, refer the matter to the Vice Chancellor, who will act as the Complaints Panel. Where an appeal is received by the ISSS, the ISSS will, within five working days, refer the matter to the Vice Chancellor. Where the appeal is received by the ISSS during ISSS vacations, or within two working days of their commencement, the ISSS has five working days upon commencement of the ISSS term to refer the matter to the Chair of the Complaints Panel.
- The Chair provides an independent source of advice on procedure for all parties.
- Once an appeal has been received by the Chair, he/she will acknowledge the appeal in writing within five working days, and inform the students of the steps involved in this Complaints Procedure.
- The Chair will then endeavour to convene an independent Complaints Panel hearing as soon as possible to consider the matter, normally no later than twenty ISSS days after receipt by the ISSS of Students written notice that they wish to invoke the Stage Three Procedure, dependent upon the availability of the Panel members.
- The independent Complaints Panel will consist of two members on the Vice Chancellor who have not previously been involved in the complaint, and one person independent of the management and running of the ISSS.
- The following are entitled to attend a hearing, submit written representations and address the Panel:
  - a. The student/s and/or one representative;
  - b. The Principal of the ISSS and/or one representative; and
  - c. Any other interested person whom the Complaints Panel considers to have a reasonable and just interest in the appeal and whose contribution would assist the Panel in their decision-making. Legal representation will not normally be appropriate.
- Where the Complaints Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. In such cases all parties will be given the opportunity to submit written evidence to the Panel in support of their position, including:
  - a. Documents in support of complaint(s),
  - b. Chronology and key dates relating to complaint(s), and
  - c. Written submission setting out the complaint(s) in more detail. This evidence will be considered by the Panel, along with the initial submission that was lodged by the students.
- Evidence will be initially sent to the Chair, who will then circulate the documentation to all parties, including the Panel members, along with an order of proceedings. All written evidence must be received by the Chair no later than ten working days in advance of the hearing. The Chair will distribute the written evidence to the relevant parties no later than five working days in advance of the Panel hearing.
- It is for the Panel to decide how to conduct the proceedings of the appeal, which should be reasonably informal so that all parties can present their case effectively. If possible, the Panel will resolve the students' complaint immediately without the need for further investigation. Where further investigation is required, the Panel will decide how it should be carried out.



- After due consideration of all the facts they consider relevant, the Panel will reach a decision, and may make recommendations, which it shall complete within ten working days of the hearing. The decision reached by the Complaints Panel is final. Any decision reached that may have financial implications for the ISSS will need the appropriate approval from the relevant authorities although any such approval must be compatible with the decision of the Complaints Panel.
- The Panel's findings will be sent by the Chair, in writing to the students, the Principal and, where relevant, the person complained of. The letter will state any reasons for the decision reached and recommendations made by the Complaints Panel.
- The ISSS will keep a record of all appeals, decisions and recommendations of the Complaints Panel, which record will be kept for one year after the student leaves the ISSS.

### CURRICULUM POLICY

#### Aims

The aims of the policy are to set a curriculum for the students which focus on developing skills which provide them lifetime job opportunity in their chosen vocational field.

#### Curriculum

The ISSS values and provides opportunities to teach about race equality and cultural diversity with essential key concepts that value:

- Cultural, ethnic, linguistic and religious diversity.
- Qualities and aspirations shared by all human beings.
- Addressing racism at all levels.
- Students' own sense of personal and cultural diversity.

The ISSS curriculum builds on students' starting points and is differentiated appropriately to ensure inclusion of:

- Male & Female
- Students learning English as an additional language.
- Students with Special Educational Needs.
- Students who are highly mobile.
- Students who are otherwise educated.
- Students who are at risk of disaffection and exclusion.
- Students who are gifted and talented.

The Principal will head the team for curriculum design and the team will consist of all the teaching staff and any experts in the fields which would be brought as consultant. This committee will meet twice a year, and all its proceedings will be recorded in a register maintained for that purpose. The committee will authorise purchase of books needed to execute the curriculum. The changes agreed upon to be made in the curriculum will be notified to all the lecturers in writing. Student's opinions about the curriculum will be sought on a regular basis and they will be encouraged to air their views.

### DDA POLICY

International School of Sikh Studies follows the **Disability and Equality Act of 2010**.

#### Disability and Equality Act 2010

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment.

It is unlawful for a College or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

- direct discrimination
- indirect discrimination
- discrimination arising from a disability
- harassment

#### Direct discrimination

An education provider must not treat a disabled student less favourably simply because of their disability. For instance, they can't refuse admission to disabled applicants because they are disabled.

#### Indirect discrimination

An education provider must not do something for all students which would have a negative effect on disabled students, unless they have a genuine reason. For example, only providing course application forms in one format, which may not be accessible for disabled people.

#### Discrimination arising from a disability

An education provider must not discriminate against a student because of something that is a consequence of their disability.

For example, they can't stop a disabled pupil going outside at break time because it takes them too long to get there.

#### Harassment

Education providers must not harass students because of their disability. For example, a lecturer must not shout at a disabled pupil if the disability means that they are unable to concentrate.

#### Making adjustments

Education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

The accessibility strategy or plan is a strategy or plan for:

- increasing the extent to which disabled pupils can participate in the ISSS curriculum;
- improving the physical environment of ISSS to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery of written information to disabled students that is provided to students who are not disabled.

#### ISSS future plans include the following

- Applying for funding to have a lift at the back of the ISSS to reach first and second floors of the ISSS. [The premises already have a goods lift]
- Applying for funding to have separate toilets for the disabled. [The premises already have 8 toilets]
- Making provision for special desks and chairs for the disabled.
- Making provision for all other facilities required for the disabled as per their needs.



### EDUCATIONAL VISITS - HELPFUL TICK LIST SHEET

#### Before

	Tasks	Tick
	1. Obtain costs for entrance fees and coaches and any other anticipated expenses	( )
Notes		
	2. Visit the proposed venue	( )
Notes		
	3. Check venue for toilets, eating environment, shops, and fire precautions	( )
Notes		
	4. Completed the necessary pre-visit paperwork. i.e. visit plan, risk assessment, etc.	( )
Notes		
	5. Complete the Journey Costing Calculation Form (Form A)	( )
Notes		
	6. Gain authorisation from the Principal	( )
Notes		
	7. Ensure the booking of coaches or other transport	( )
Notes		
	8. Students will be notified of costs, venue, subject, justification, times and any other relevant details	( )
Notes		
	9. Keep record of money brought in by the children and parent's permission slips, (Usually sent in together)	( )
Notes		

#### Just before Checklist

Have you got:

All the permission slips	( )
All the emergency contact numbers	( )
The first aid kit	( )
A mobile phone for emergency usage	( )
Do all the adults know their duties	( )

#### After

	10. Thank all the students & lecturers	( )
Notes		
	11. Write a thank you to the venue (if applicable)	( )
Notes		
	12. Produce display photo's and work (if applicable)	( )
Notes		

**FORM A****Journey costing calculations:**

Proposed journey .....

Date: ..... Lecturer i/d: .....

Timings: Leave ISSS: ..... Arrive back: .....

**Entrance fees:**

£ .....

£ .....

£ .....

£ .....

**Coach costs :**

£ .....

**Other costs:****E.g. resources / adults charges**

£ .....

£ .....

**Total expected costs:**

£ .....

**Number of students expected to go on journey:** .....**Estimated cost of journey per pupil:**

£ .....

**Lecturer i/d signature:**

.....

**Finance Authorised by :**

.....

**EMERGENCY EVACUATION DURING EXAMINATIONS POLICY****Emergencies**The invigilator **must** take the following action in an emergency such as fire alarm or a bomb alert.

- Evacuate the examination room in line with the instructions given by the appropriate authority.
- Make sure that all question papers and script are left in the examination room.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room.
- To make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how it lasted.
- Later on, allow the candidate the full working time set for the examination.



- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- Make a full report of the incident and of the action taken, and retain on file until the relevant date for enquiries about results.

**ETHOS AND AIMS****Ethos**

We provide a caring community where individual needs are recognised and supported. We ensure that all students are given a wide range of experiences where every opportunity and encouragement is given to achieve success and reach the highest personal standards, in preparation for life in a fast changing world.

**Aims**

- To have high expectations of good behaviour, attitude and personal endeavour in all areas of the ISSS curriculum.
- To develop students with inquiring minds, self respect self discipline and positive attitudes.
- To create an open, positive and supportive atmosphere where each student, irrespective of race, age or gender, is a valued member of our ISSS.
- To provide a challenging curriculum which is broad and balanced, appropriate to the needs of the student and which promotes learning.
- To execute the curriculum in a manner which promotes effective learning, along with the spiritual, moral, cultural, social and emotional development of students within the ISSS.
- To involve students, staff, governors and the wider community since education is a team effort.
- To foster and value relationships that promotes understanding and respect for others irrespective of their culture, nationality, religion or linguistic background.

**OUR ETHOS IS REFLECTED IN ALL OUR POLICIES****EXAMINATION APPEAL POLICY**

- After results, students of various classes are called for a general discussion of their results.
- Those whose results are below their predicted grades are briefed about various options open to them for making an appeal against the results
- Various options available include:
  - a. Clerical checks
  - b. Remarking
  - c. Access of scripts
- Once students choose their option, an appeal is made on the forms prescribed by various Examination Boards.
- When appeal results are received then students are called and appeal results are discussed with them

**Other important points:**

- For general Post-results Services enquiries and for querying Missing or Incomplete Results (MIRs) relevant Board will be contacted immediately.
- Applications are submitted at the earliest opportunity.
- All applications submitted online are automatically acknowledged online. An additional confirmation email is sent (to the email address which was used to register online) confirming receipt of the request.
- All new enquiries are made via online services only.

### FIRE RISK ASSESSMENT

<b>Interview / Review Date</b>	: July 2013
<b>Name of College</b>	: International School of Sikh Studies
<b>Responsible Person</b>	: Dr. S. S. Kapoor
<b>Name of Assessor</b>	: Dr. M. Amdekar
<b>Address of Premises</b>	:
<b>No.</b>	: 35
<b>Street</b>	: Pinner Road
<b>Town</b>	: Harrow
<b>County</b>	: Middlesex
<b>Country</b>	: UK
<b>Post Code</b>	: HA1 4ES
<b>Telephone</b>	: 020-2487 5132
<b>No. of floors (Ground and above Ground)</b>	: Ground Floor + 2
<b>No. of floors (below Ground)</b>	: Nil
<b>Maximum Number of People employed</b>	: 20
<b>Maximum Number of People who resort</b>	: 150
<b>Review Date for Next Assessment</b>	: July 2014 ongoing every year

#### 1. FIRE SAFETY MANAGEMENT POLICY SIGNIFICANT FINDINGS

No significant findings which will affect safety of employees, students or visitors. However the exact number of people in the building cannot be identified at any point from external records such as passes for entry into the building. As such surety about evacuation of all persons in the building has to be done by every responsible Lecturer.

#### 2. SOURCE OF FUEL: SIGNIFICANT FINDINGS: HAZARDS

No significant findings

#### 3. SOURCES OF FUEL: SIGNIFICANT FINDINGS: PEOPLE/GROUPS WHO ARE AT RISKS FROM HAZARDS

There are no sources of fuel or chemicals stored in the building as such no significant findings.

#### 4. SOURCES OF FUEL: CONTROL MEASURES EXISTING OR REQUIRED

No sources of fuel used in building as such, no significant risk.

### FIRST AID POLICY

#### 1. Introduction

The ISSS aims to reduce the effects of injury or illness suffered at work or by some factor outside the employers' control through the provision of First Aid facilities and appointment of First Aiders. It is important that people receive attention as soon as is practicably possible, and that an ambulance or other professional help is called where necessary. First Aiders can save lives and prevent minor injuries becoming major ones.

The Health and Safety (First Aid) Regulations 1981, along with the Approved Code of Practice and Guidance, require employers to ensure that there is adequate First Aid provision for employees who are injured or become ill at work.



First Aid provision must be adequate and appropriate in all circumstances. This means that sufficient First Aiders and facilities should be available during normal working hours, and that non-availability should be risk assessed outside of these hours. If there is adequate and appropriate provision, then the ISSS is able to ensure that personnel can:

- (a) give immediate assistance to casualties with common injuries or illness and those likely to arise from specific hazards at work;
- (b) summon an ambulance or other professional help.

#### 2. Definitions

In accordance with the regulations, First Aid should be applied:

- (a) in cases where a person will need help from a medical practitioner or nurse, treatment for the purpose of preserving life and minimising the consequences of injury or illness until such help is obtained, and
- (b) for treatment of minor injuries, which would otherwise receive no treatment or which do not need treatment by a medical practitioner or nurse.

#### 3. Policy Statement

The ISSS is committed to providing sufficient numbers of First Aiders to deal with accidents and injuries occurring at work. The names of First Aiders will be widely published.

The ISSS will provide information, instruction and training on First Aid to specific employees to ensure that statutory requirements and the needs of the ISSS are met.

#### 4. First Aid Arrangements

##### 4.1 First Aiders

The ISSS provides First Aid equipment and First Aiders commensurate with its activities having regard to:

- (a) the nature of its work;
- (b) the size of the ISSS;
- (c) accident and incident statistics;
- (d) nature and distribution of its workforce;

As part of its First Aid facilities the ISSS recognises the need for First Aiders to be provided in sufficient numbers and at appropriate locations to enable First Aid to be administered without delay should the occasion arise. First Aiders are members of staff who have volunteered for the role and who have been assessed as being suitable.

The identities of First Aiders are displayed on First Aid notices identified by a white cross on a green background located at strategic positions throughout the ISSS.

In the case of visits, events, excursions and exhibitions remote from the ISSS, a Risk Assessment must be carried out to take account of the First Aid arrangements required..

As a guide for all field work the minimum requirement is an Appointed Person to take charge of the First Aid arrangements, including looking after the equipment, facilities and calling the emergency services when required.

##### 4.2 Training

All First Aiders must hold a valid certificate issued by an organisation approved by the St Johns Ambulance Service, who run accredited courses in First Aid.

First Aid certificates are currently valid for one and three years and refresher training with re-testing of competence must be arranged before the certificate expires.



### 4.3 First Aid Materials, Equipment and Facilities

#### 4.3.1 First Aid Boxes

First Aid boxes are provided within the ISSS to ensure that there are adequate supplies for the nature of the hazards involved.

### 5. Recording Accidents and Incidents

All accidents must be recorded, however minor. A ISSS Accident/Incident Report must be completed as soon as possible after the injury has occurred. Where the injured person is unable to complete the form, First Aiders, or other responsible person, must complete it on behalf of the member of staff, student or visitor, ensuring that full details of the accident/incident have been documented and witness details and statement(s) have been recorded.

Particular procedures must be followed in respect of fatalities, sudden death and hospitalisation. For the purpose of maintaining First Aid supplies, First Aiders should keep a record of those supplies that are used, by whom and for what reason.

### 6. Transportation of Casualties

First Aiders are not expected to accompany a casualty to hospital, or to transport them anywhere - including to their home address. If a situation arises where an individual is incapable of making their own decisions related to this, or any other issues, then a taxi or ambulance must be arranged.

Where an individual is too ill to make their way home, First Aiders will ensure that the individual is transported home safely, either by contacting the casualty's next of kin etc., on his/her instruction or, if the next of kin is unable to transport the individual, by making alternative arrangements.

## HEALTH AND SAFETY POLICY

### Introduction

ISSS believes that the health, safety and welfare of all the people who work or study at our ISSS are of prime importance. We aim to provide a safe, secure, healthy and stimulating working environment for everyone. The governing body, takes responsibility for protecting the health and safety of all students and members of staff.

We believe that the prevention of accidents and hazards is a responsibility for every member of the ISSS community.

The Health and Safety at Work Act 1974 states: 'It shall be the duty of every employee while at work':

- take reasonable care of their own and others' health and safety;
- co-operate with their employers;
- carry out activities in accordance with training and instructions; and
- inform the employer of any serious risks

#### The Act also states:

'No person shall intentionally or recklessly interfere with or misuse anything provided in the interests of Health and Safety or welfare in pursuance of any of the relevant statutory provisions'.

The Principal appreciate that the identification of hazards and the control of risks underlines this responsibility, and that these can be most effectively achieved through the total commitment and support of all staff at all times. Furthermore, the Principal seeks to achieve the highest practical standard possible in all aspects of health, safety and welfare in the ISSS. To this end they are expected to implement the provisions of the policy. This document sets out the main provisions of the policy and covers the ISSS's arrangements for health and safety, the organisation for carrying out policy and the responsibilities of individuals. A copy of this policy is available for all employees of the ISSS and to other persons who may be affected by it (e.g. workers and visitors).

### Health and Safety in the Curriculum

***It is the responsibility of each Teacher to ensure that all curriculum activities are safe. If a Teacher does have any concerns about student safety, they should draw them to the attention of the Principal before the activity takes place.***

Accidents occurring to persons in ISSS should be reported and dealt with immediately. If the Principal is not available then a member of the senior management team should be informed and should take decisions as to appropriate action. All accidents occurring in ISSS should be entered in the Accident Report Book. Parents, or other responsible person, should be contacted in all cases where the accident is more serious. When it has not been possible to contact such persons then the incident should be reported to parents at the end of the session, either directly or by letter. When in doubt, staff should seek professional medical help immediately.

### First Aid

First Aid boxes for minor injuries are displayed prominently on all floors of the college. More serious problems should be reported to Administration Office immediately and all necessary steps to call for medical assistance will be made.

### Medicines in ISSS and the long term treatment of conditions in ISSS

Students can leave medication in a secure fridge on the 2nd floor or in the Principal's office under lock and key. Students are deemed age appropriate to administer their own medicines. The ISSS follow their procedure for the treatment and welfare of students suffering from asthma and the long term conditions, e.g., epilepsy.

### ISSS Security

We will endeavour to do all we can to ensure the ISSS is a safe environment for all who work or learn here. We require all adult visitors to the ISSS who arrive in normal ISSS hours to sign the visitors' book in the reception area, and to wear an identification badge at all times whilst on the ISSS premises. Course Co-ordinators will not allow any adult to enter their classroom if the ISSS visitor's badge does not identify them. If any adult working in the ISSS has suspicions that a person may be trespassing on the ISSS site, they must inform the Principal or other designated person immediately. The Principal will warn any intruder that they must leave the ISSS site straight away. If the Principal has any concerns that an intruder may cause harm to anyone on the ISSS site, s/he will contact the police.

### Fire Precautions

The ISSS conducts, once a term, a fire drill for all students and staff. The ISSS also ensures that all fire equipment is kept unobstructed and in proper working order. It is essential that all fire exits the classrooms, corridors and halls are kept clear of obstructions at all times and that fire doors should not be hooked open. The advice of the LFB is sought in all aspects of fire safety.

Staff, on noticing smoke or fire, must set off the fire alarms at once and vacate the building in accordance to the guidelines on display in each classroom.



All staff must be made aware of the position of all fire alarms in ISSS. On no account should fire alarms be covered in any way, or access to them obstructed by furniture or other items.

#### Conclusion

It is the responsibility of everyone to make these arrangements work. This will ensure, as far as is reasonably practicable, that working conditions are safe and the working life of everyone is accident free.

Any member of staff noticing a failure to comply with this statement of organisation and arrangements, or other advice/guidelines issued by the Authority or Principal in pursuance of the Safety Policy, should immediately report the circumstances to the Health and Safety Representative or Principal immediately. Hazardous situations should also be reported immediately.

### LEARNING POLICY AND ALL-ROUND DEVELOPMENT OF STUDENTS

#### Aims

- Learning is a continuous process.
- Learning is a process of constructing new knowledge on the basis of current knowledge.
- Learners make sense of new knowledge in the light of what they already know. This involves a change of position in understanding, skill or knowledge.
- Students have a huge potential to grasp and the rate at which they learn depends on both their ability and the environment to which they are exposed.
- ISSS is a learning environment where teaching attempts to maximise the student's learning towards the objectives set out in our plans and with regard to the demands of the Awarding Bodies' criteria.

#### Teaching and Learning

All staff will ensure that the classroom is an inclusive environment that embraces diversity where students' contributions are valued and positive steps are taken to ensure inclusion of all groups and individuals. All groups and individuals will be expected to contribute and adhere to the ISSS's ethos. Effective strategies will include:

- A range of teaching styles which includes those that foster motivation and sense of personal worth by drawing positively on students' experiences and sense of identity.
- A positive atmosphere of mutual respect and trust amongst students, in which students from all backgrounds feel affirmed, in a safe and unthreatening environment.
- Teaching and assessment activities that include practical tasks and activities, objects and artefacts that reflect the diversity of the whole ISSS community.
- All teaching groups to take account of equality implications, in particular with regard to ethnicity, for well-balanced groups.
- Awareness of the value of forming similar language or ethnicity groups related to specific purposes and objectives that are monitored and reviewed by the Principal.

#### Assessment, Student Achievement and monitoring learning progress

At International School of Sikh Studies, all students will have the opportunity to achieve the highest standards.

The ISSS ensures that assessment methods are free of gender, cultural and social bias and that assessment methods are valid and appropriate for all students. Tracking and data analysis based on attainment of student

groups is monitored and evaluated to identify trends in achievement and to develop strategies for improvement. All students have full opportunities to demonstrate their acquired skills and level of understanding with assessment procedures indicating individual achievement. Assessment is used to inform future learning intentions and strategies. All staff members are aware that expectations can influence students' motivation and attainment. Great care is taken to avoid describing and categorising students in ways that may unfairly restrict opportunities and affect achievement. High expectations of all students are an essential part of the ISSS's policy. The ISSS recognises and values all forms of achievement and sets high expectations to challenge and extend learning to raise standards for all students. The ISSS will ensure that students who have English as an additional language are assessed but understand that assessment is not necessarily a complete guide to skills and potential in other subject areas. Special arrangements are in place to support, monitor and review the progress and achievement of students who have English as an additional language and/or Special Educational Needs to track progress in language acquisition. Students are provided with opportunities for self-assessment and encouraged to take greater responsibility through regular reflection and feedback on their own progress. Assessment procedures are explained, as appropriate, to students and families who are new to the education system in this country.

Careful monitoring and evaluation of the learning process is an essential aspect of the ISSS's development and will continue as an ongoing requirement.

### OVERSEAS STUDENT REGULATIONS POLICY

- Application forms for admission are sent on request or down loaded from the Website.
- Applications received are scrutinised by Admissions Office and discussed with the Director Principal.
- Applications accepted are further processed into home students and overseas students' category.
- Overseas students are assessed on the basis of their CVs, educational background and relevant experience.
- Students are formally admitted after the registration fee is paid.
- Attendance is taken am and pm.
- Regular absentees are given 2 official warnings before removal.

### PERFORMANCE MANAGEMENT POLICY

#### Introduction

At International School of Sikh Studies we are committed to performance management to develop all staff and improve teaching and to raise standards of achievement for all students. This policy covers all Course Co-ordinators except volunteers, Course Co-ordinators on contracts of less than one year and the Course Co-ordinators in their induction year. All Course Co-ordinators have been consulted in developing this policy. It sets a framework for all staff to agree and review priorities and objectives within the context of the ISSS's improvement plan and their own professional needs.

#### Rationale

Performance management means a shared commitment to high performance. It helps to focus attention on more effective teaching and monitoring to raise the quality of teaching. It means providing appropriate and effective personal training and development to ensure job satisfaction, a high level of expertise and progression of staff in their chosen profession.

We want to improve ISSS performance by developing the effectiveness of Course Co-ordinators, both as individuals and as teams. The evidence is that standards rise when ISSS and individual Course Co-ordinators are clear about what they expect students to achieve. That is why performance management is important at International School of Sikh Studies.

We will implement our performance management arrangements on the basis of:

- i. **Fairness.** We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes; and
- ii. **Equal Opportunity.** All Course Co-ordinators should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed.

Performance Management is an ongoing cycle, not an event, involving 3 stages of planning, monitoring performance and reviewing performance. The end of year review and Stage 1 may happen at the same time.

#### Stage 1 : PLANNING

Agree Objectives and complete an Individual Plan

#### Stage 2 : MONITORING

Teaching in progress in year

Lecturer

Team Leader

#### Stage 3 : REVIEW

End of Year

#### Lesson Observation: Guidance

##### 1. The Lecturer plans effectively and sets clear objectives that are understood.

- a) Objectives are communicated clearly at the start of the lesson.
- b) Materials are ready.
- c) There is a good structure to the lesson.
- d) The lesson is reviewed at the end.

##### 2. The Lecturer shows good subject knowledge and understanding.

- a) Lecturer has a thorough knowledge of the subject content covered in the lesson.
- b) Subject material was appropriate for the lesson.
- c) Knowledge is made relevant and interesting for students.

##### 3. The teaching methods used enable all students to learn effectively.

- a) The lesson is linked to previous teaching or learning.
- b) The ideas and experiences of students are drawn upon.
- c) A variety of activities and questioning techniques is used.
- d) Instructions and explanations are clear and specific.
- e) The Lecturer involves all students, listens to them and responds appropriately.
- f) High standards of effort, accuracy and presentation are encouraged.
- g) Appropriate methods of differentiation are used.



#### 4. Students are well managed and high standards of behaviour are insisted upon.

- a) Students are praised regularly for their good effort and achievement.
- b) Prompt action is taken to address poor behaviour.
- c) All students are treated fairly, with an equal emphasis on the work of boys and girls, and all ability groups.

#### 5. Students' work is assessed thoroughly.

- a) Student understanding is assessed throughout the lesson by the use of the Lecturer's questions.
- b) Mistakes and misconceptions are recognised by the Lecturer and used constructively to facilitate learning.
- c) Student's written work is assessed regularly and accurately.

#### 6. Students achieve productive outcomes.

- a) Students remain fully engaged throughout the lesson and make progress in the lesson.
- b) Students understand what work is expected of them during the lesson.
- c) The student outcomes of the lesson are consistent with the objectives set at the beginning.
- d) The Lecturer and students work at a good pace.

#### 7. The Lecturer makes effective use of time and resources.

- a) Time is well utilised and the learning is maintained for the full time available.
- b) A good pace is maintained throughout the lesson.
- c) Good use is made of any support available e.g. learning assistants and older students.
- d) Appropriate learning resources are used, e.g. ICT.

#### 8. Homework is used effectively to reinforce and extend learning.

- a) Homework is set if appropriate.
- b) The learning objectives are explicit and relate to the work in progress.
- c) Homework is followed up if it has been set previously.

#### Lesson Observation: Assessment Commentary

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

Lesson: \_\_\_\_\_ Observer: \_\_\_\_\_

Lesson observation commentary should focus on a qualitative view of Lecturer performance and student response.

Conclusions and feedback: \_\_\_\_\_

Strengths: \_\_\_\_\_

Areas for Development: \_\_\_\_\_

Course Co-ordinators comment (optional): \_\_\_\_\_

## RACE EQUALITY AND EQUAL OPPORTUNITY POLICY

### 1. Aims and Objectives of the Race Equality Policy

- International School of Sikh Studies is committed to the principles of equality and excellence for all in order to promote the highest standards of achievement possible for all students. The ISSS aims to meet the needs of individual students by providing opportunities for each to achieve their personal potential, taking into account ethnicity, gender, culture, religion, language, age, social circumstances, ability and disability. It is important that the ISSS endeavours to meet the diverse needs of students to ensure inclusion for all so that students are prepared for full participation in a multi-ethnic community.
- Equality of opportunity applies to all members of the ISSS community, including students, staff, governors, parents and community members. The ISSS will endeavour to foster and value relationships that promote an understanding and respect of others, irrespective of culture, nationality, religious or linguistic background.

### 2. Race Equality Perspective

- International School of Sikh Studies is situated in the London Borough of Harrow. The student population is socially, economically, linguistically and culturally diverse.
- At a ISSS we endeavour to attract staff who reflect the cultural diversity of the student population and languages.
- Monitoring of ethnicity is carried out regularly in line with Harrow Borough moderation procedures. The ISSS uses this data to target and support underachieving students.
- There is a separate induction policy for new arrivals which aims to:
  - a. Introduce all students to ISSS life with particular reference to those who are bilingual and/or refugees who arrive after the start of the ISSS year.
  - b. Gather appropriate information in order to meet their learning needs.
  - c. Ensure their social involvement from the earliest possible moment

### 3. Commitment to Race Equality

- The ISSS takes positive steps to eradicate and prevent racism in accordance with the Race Relations Act 1976 and adhere to its obligation as both a service provider and employer, under the Race Relations Amendment Act (2000). Racism will not be tolerated at individual or institutional levels in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.
- In order to provide equal access and entitlement International School of Sikh Studies endeavours to provide an ethos that:
  - a. Creates a ISSS culture where everyone, irrespective of race, colour, ethnic or national origin, feels welcomed and valued (including students, parents, staff, ISSS community and wider community members participating in ISSS life).
  - b. Ensures all students and staff are encouraged to achieve their full potential.
  - c. Respects and values differences between people.
  - d. Prepares students for life in a diverse society.
  - e. Acknowledges the existence of racism and takes steps to prevent it.
  - f. Ensures that an inclusive ethos is established and maintained.
  - g. Promotes good race relations between different racial groups within the ISSS and the wider



community.

- h. Opposes all forms of racism, racial prejudice and harassment.
- i. Is proactive in tackling and monitoring discrimination at all levels.
- j. Raises awareness of racism and its effects.
- k. Raises awareness for all ISSS staff and governors of set procedures in place to deal with behaviours that constitute racism.
- l. Encourages communication and confidence in order to resolve problems in cross-cultural settings.

### 5. Leadership and Management

- The Academic Board and Principal will ensure that the ISSS complies with all relevant legislation for race equality and diversity and that related procedures and strategies are implemented with awareness-raising for all staff and ISSS governors.
- The ISSS Academic Board endeavours through leadership and example, to ensure that all policies are based on ISSS improvement planning and self-evaluation with actions to reflect a commitment to promoting race equality and opportunity.
- Diversity is reflected and promoted in the following:
  - a. The ISSS management, working in partnership with others to promote equality of opportunity, to oppose all forms of oppressive behaviour, prejudice, discrimination and to promote awareness of procedures to tackle racism in the whole ISSS community.
  - b. The ISSS, promoting positive and proactive approaches to valuing and respecting diversity, which are embedded in all policies and practices.
  - c. The evaluation of policies and procedures are regularly reviewed for effectiveness in identifying specific actions to address race equality issues in ISSS.
  - d. The quality of teaching and learning which are monitored to ensure high expectations that are appropriate to the breadth of content in relation to the ISSS and the wider community.
  - e. The Principal having responsibility to ensure the development, implementation, monitoring and review of procedures involved in tackling and preventing racism.

### 6. Teaching and Learning

The policies of teaching and learning emphasise our focus of Racial Equality Issues.

### 7. Assessment, Student Achievement and Progress

The assessment of student achievements and progress and all round development of students take into account our focus on ethnic and cultural diversity

### 8. Curriculum

Curriculum planning takes into account the ethnicity, backgrounds and needs of all students in the ISSS.

### 9. Students' Religious and Cultural Needs

The ISSS is aware of and acknowledges the pastoral, religious, cultural and linguistic needs of all students which are reflected in morning assemblies.

### 10. Behaviour, Discipline and Exclusions

- Social inclusion is the responsibility of every member of staff in the ISSS, with high standards and expectations for all, to enhance the educational experience of every student. All staff operates consistent



systems in accordance with the guidance and policies for behaviour management. The notion of partnership between home and ISSS underlies this philosophy. Parents/carers are expected to fully support the ISSS in its attempts to include and make provision for all students.

- The ISSS expects high standards of behaviour from all students with fair ISSS procedures for behaviour management which are equally applied to all. The ISSS takes into account specific needs of individuals which may relate to their background, when dealing with unsociable behaviour. This principle will not be allowed to contravene the rights of all students to be part of an orderly and mutually respectful environment.
- The ISSS has early intervention strategies, particularly for those who may be at risk of disaffection. Students who have difficulty with behaviour management will be offered individual support through a support programme, pastoral support or where appropriate, an Individual Education Plan to meet individual needs.
- There is effective communication with parents during any part of the behaviour management process with interpreters available if possible when appropriate.
- Parents, staff and students are aware of procedures for dealing with harassment. Language and behaviour that is racist, sexist, homophobic or potentially damaging to any groups will not be tolerated.

#### 11. Recruitment, Retention and Development of Staff

- ISSS adhere to recruitment and selection procedures which are fair and equal.
- The skills of all staff are recognised and valued with encouragement to share individual skills and knowledge within the ISSS community. The ISSS acknowledges and values the need for staff and those within the whole ISSS community to reflect the diversity of the local wider community.
- Steps are taken to encourage members from under-represented groups to apply for positions at all levels within the ISSS by accessing vacancies to attract the widest pool of applicants. The ISSS monitors applications, appointments, training opportunities and promotion by ethnicity and gender.
- All staff members are aware of this policy for its importance and impact on race equality and to challenge racial and cultural discrimination. Steps have been taken to ensure that the contents have been disseminated to everyone associated with the ISSS.

#### REFUND OF FEES POLICY

International School of Sikh Studies has a policy NOT TO REFUND any tuition, exam or registration fees.

**Exception:** For overseas students the only exception to the rule is: if a Visa is refused due to an error or omission made in the CAS due to the negligence of the College office, a refund of 80% of the fee paid will be made to the student, the balance retained by the College office is to cover the cost of issuing a CAS, photocopying documents, students interviews and other administration related to the student.

#### RISK ASSESSMENT POLICY

Risk assessment is the process by which the majority of accidents and incidents can be foreseen and prevented.



#### Risk Assessment

There are two main types of risk assessment, generic and specific. Generic risk assessments should be completed for hazards or activities that are common throughout the College. Specific assessments should be completed for particular tasks, procedures, equipment, locations, and educational visits, which have specific or significant risks.

The essential steps that are taken in order to comply with this policy are:

- Identify the hazards to health or safety arising from the activity, learning environment or setting.
- Decide who might be harmed and how
- Evaluate the risks and decide whether existing precautions are adequate or more needs to be done.
- Record your findings
- Review your assessment and revise it if necessary

#### Hazard and Risk

Hazard: A hazard is something with the potential to do harm

Risk: The risk is the likelihood that actual harm will occur

#### Hazard Identification:

Identify all the hazards relevant to the activity.

Specific hazards should be assessed on a separate risk assessment form and cross-referenced with this document. Specific assessments are available for hazardous substances, biological agents, display screen equipment, manual handling operations, lifting and handling of pupils and some locations beyond the College. Other hazards to consider include slipping/tripping hazards, electricity, noise, dust, temperature extremes, fire/explosion, portable tools, machinery, pressure systems, compressed gases, work at height, confined areas, vehicles, work with animals, lone-working, out-of-hours working, irregular or unusual activities such as maintenance or repair work.

#### Who may be affected

Consider pupils, students, trainees, expectant mothers and also those who may not be directly involved with the activity but who may still be affected by the process. This may include cleaning or office staff, contractors or parents, or when beyond the College, members of the public. What information should be made available and how will this be communicated to those at risk? What training or supervision will be required?

#### Risk Evaluation:

Evaluate the risks (low / medium / high) to which individuals might be exposed. This will be a subjective evaluation but should be used to give an indication of the priority with which the risks needs to be addressed. Where risks are already controlled, monitor the effectiveness of the control to decide whether they are sufficient. Where the risk to individuals is thought to be medium or high, additional control measures must be considered.

#### Risk Control

Decide what controls are necessary to reduce the risk to individuals.

The steps to controlling the risks are as follows:-

- **Avoid the hazard** - can the hazard be avoided or altered to reduce the likelihood or risk?
- **Substitute or replace the hazard**
- **Procedural controls** – can the procedure be altered to avoid or reduce the risk? Can the individual be removed / distanced from the risk? Can the activity be carried out at a time that would have a lesser impact on others?
- **Setting management** – such as the monitoring of exits and entrances.
- **Personal Protective Equipment** - consider the value of using such things as gloves, over garments or a hat.
- **Emergency procedures** – have contingencies in the event of things going wrong such as an accident, incident or fire.

#### Record Your Findings

Record the significant hazards and conclusions using the appropriate risk assessment form.

#### Assessment Review

The assessment must be reviewed periodically to ensure it remains relevant and effective. In addition, the assessment must be reviewed if there are any significant changes to the activity such as different children or staff, new procedures, substances or equipment.

### SANCTION POLICY

The aim of the policy is to encourage self discipline and awareness of the positive contribution all students can make to ISSS life. We aim to provide a moral framework for students' personal development so that they become tolerant members of the ISSS community.

Bullying, racist, sexist and other antisocial behaviour will not be encouraged and tolerated. The highest standards of behaviour are expected and the ISSS will take whatever actions are needed to ensure maintenance of the standards. We will ensure that there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

Students have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported to the ISSS authorities. We ensure that the necessary communications channels through our personal tutoring system are available for this purpose.

### STAFF RECRUITMENT, TRAINING AND DEVELOPMENT POLICY

#### AIMS

The ISSS realises that the quality, commitment, and ongoing development of Course Co-ordinators is critical to the quality of the education imparted and will make a sustained effort to ensure this on an ongoing basis.

1. The ISSS and governors adhere to recruitment and selection procedures that are fair and equal.
2. The skills of all staff are recognised and valued with encouragement to share individual skills and knowledge within the ISSS community. The ISSS acknowledges and values the need for staff and those within the whole ISSS community to reflect the diversity of the local wider community.
3. Steps are taken to encourage members from under-represented groups to apply for positions at all levels within the ISSS by accessing vacancies to attract the widest pool of applicants. The ISSS monitors



applications, appointments, training opportunities and promotion by ethnicity and gender.

4. All staff members are aware of this policy for its importance and impact on race equality and to challenge racial and cultural discrimination. Steps have been taken to ensure that the contents have been disseminated to everyone associated with the ISSS.
5. The performance of all staff is discussed with them annually and the ISSS's expectations from the staff clearly explained.
6. ISSS has an active annual commitment to all staff with regard to CPD, in addition to in-house training sessions which are conducted on an ongoing basis.
7. The Principal will be responsible for executing this policy.

### STUDENTS WELFARE POLICY

This handbook is designed to help and promote student welfare at the highest level covering major aspects of student welfare and as such gives a detailed statement on policies which help to promote student welfare. See also Students Handbook.

The welfare of our students is very important to us, we will make every effort to contact students through email, telephone, SMS to establish any reason for absence. This will be followed up with a short interview when the student returns after absence, course teacher will also discuss any absence with the student and advise on any work missed, or establish if the student may have issues they want to discuss privately. At all times the privacy of communication and the wellbeing of the student is maintained and kept confidential. Notes will be kept confidentially on the SMS system and if necessary copies of documents scanned and held on the students file and also in SMS.

### PLAGIARISM AND COLLUSION POLICY

International School of Sikh Studies takes claims of plagiarism or collusion very seriously. Students who plagiarise or collude threaten the principles that reinforce academic work and lessen the integrity of the academic awards, whether or not the plagiarism or collusion is planned. Where plagiarism or collusion has arisen, students may be punished, this punishment could lead to failing their course, temporary suspension or permanent exclusion.

All formative and summative work that is submitted for assessment by students is accepted on the understanding that it is the student's own work. Students are expected to offer their own analysis and presentation of information gained from research, even when group sessions are carried out.

#### Definition of Plagiarism

1. The reproduction of work without credit to the author (including the work of fellow students), either verbatim or in close rewording. This includes work downloaded from computer files, the internet, ideas, text and diagrams from lecture notes without permission.
2. The reproduction without acknowledgement of a student's own previously submitted work. It could be in 'open book' examinations and/or course work assessments which could take a variety of forms, including, presentations, essays, projects, course work.

#### Definition of Collusion

Collusion is a form of plagiarism, which involves unauthorised co-operation between at least two people.

1. The conspiring by two or more students to produce a piece of work together with the idea that at least one passes it off as his/her own work.

2. The submission of the work of another student, in conditions where the latter has readily provided the work and the other student has claimed it as his/her own work. In both cases the students are both guilty of collusion.
3. Unauthorised co-operation between a student and another person in the preparation and production of work which is submitted as the student's own work.
4. The assigning and submission of work as the student's own, where the student has purchased or asked another person to produce the work on the student's behalf.

#### Responsibilities of students

Students should be prepared to sign their work, declaring it is solely their own and has been produced legitimately throughout the academic term/year, without use of plagiarism or collusion.

### QUALITY ASSURANCE POLICY

#### 1. Aims of the Quality Assurance Policy

The International School of Sikh Studies is committed to maintaining high standards of delivery in all courses and activities it offers. We assure this through both internal and external quality assurance systems which assure students, staff and awarding/accreditation bodies that we meet recognised industry standards.

#### 2. The Quality System at International School of Sikh Studies

We conduct quality systems in a variety of ways which are recognised by awarding/accreditation bodies, internal management systems (staff and student self assessment, staff observations, student assessment of teachers, student course feedback, Scheme of Work, Lesson Plans, 33 weeks academic plan) and membership of professional organisations.

#### 3. Accreditation Bodies

The International School of Sikh Studies offers courses from Awarding Bodies only approved by Ofqual. Quality control covers academic, administrative, learning resource materials and publicity methods. Assuring students that the courses are officially recognised both locally and internationally.

#### 4. Awarding Body Centre Status

Quality is assured by our acceptance as a centre by the awarding bodies i.e ABE, CIMA, CMI. To gain this approval the International School of Sikh Studies has been inspected to check we meet their standards the inspection generally takes place on an annual basis.

#### 5. Internal Management Systems

The International School of Sikh Studies has a comprehensive policy handbook, risk assessment documents, staff and student handbooks, which cover the internal procedures, systems and standards required to maintain the quality of learner support systems and the development of learning materials required by awarding bodies and students.

International School of Sikh Studies is approved by QAA,



### MALPRACTICE POLICY FOR STUDENTS AND STAFF

#### 1 Malpractice by students

- Some examples of student malpractice are described below. These examples are not exhaustive and any incidents of suspected malpractice, whether or not described below, will be fully investigated by the International School of Sikh Studies, where there are sufficient grounds to do so.
- Obtaining examination or assessment material without authorisation.
- Arranging for an individual other than the student to sit an assessment or to submit an assignment not undertaken by the student.
- Impersonating another student to sit an assessment or to submit an assignment on their behalf.

#### 2 Malpractice by third parties or centres

- Examples of malpractice by assessment invigilators / teachers are listed below. These examples are not exhaustive and all incidents of suspected malpractice, whether or not described below, will be fully investigated by the International School of Sikh Studies, where there are sufficient grounds to do so.
- Failure to keep assessment materials, examination question papers and assessment scripts secure, before during or after an assessment.
- Failure to adhere to the relevant the International School of Sikh Studies regulations and procedures, including third party and centre approval, security undertaking and monitoring requirements as set out by the International School of Sikh Studies.
- Failure to make sure of the security of e-assessment examinations in line with the International School of Sikh Studies regulations and procedures.
- Failure to implement procedures to verify the candidates' identity
- Knowingly allowing an individual to impersonate a student.
- Allowing a student to possess and / or use material or electronic devices that are not permitted in the assessment room.
- Allowing students to communicate by any means during an assessment or examination in breach of regulations.
- Allowing a student to copy another student's work, or allowing a student to let their own work be copied.
- Allowing students to work collaboratively during an assessment, unless specified in the assignment brief.
- Completing an assessed assignment for a student or providing them with assistance beyond that 'normally' expected.
- Allowing a student to work beyond the allotted assessment time.
- Damaging a student's work.
- Leaving students unsupervised during an assessment.
- Allowing disruptive behaviour or unacceptable conduct at the assessment centre, for example, aggressive or offensive language or behaviour.
- Divulging any information relating to student assessment performance and / or results to anyone other than the student.
- Producing, using or allowing the use of forged or falsified documentation, including but not limited to:
  - personal identification;
  - Altering mark schemes in any way.
  - Misusing conditions set for special learner requirements.

#### 3 Reporting a suspected case of malpractice

- This process applies to invigilators, teachers, students and other College Staff, and to any reporting of

malpractice by an independent party or individual who wishes to remain anonymous.

- It is the responsibility of all invigilators and assessment staff to be aware of the International School of Sikh Studies procedures for confiscating items not permitted at assessment / examination rooms, for example, electronic devices or reference books, and how to deal with issues relating to malpractice, such as communication, collaboration or disruption within an assessment venue.
- Any case of suspected malpractice should be reported in the first instance to the relevant to Course Co-ordinator before the end of the working day.
- A written report should then be sent to the Director Principal by the 5th working day.
- Where any suspected malpractice has taken place in an assessment centre, the incident should also be reported internally according to the internal centre policy and procedure.
- At the time of the incident the student suspected of the malpractice must, where possible, be warned by the assessor that their actions are in breach of the International School of Sikh Studies policy regulations.
- In cases of suspected student malpractice, the following information and evidence should be supplied to the International School of Sikh Studies following the initial report:
  - A full written report of the incident. The individual writing the report, usually the invigilator or head of an assessment centre, needs to clearly identify the factual information, including the actions that have been taken in relation to the incident.
  - This should include but is not limited to:
    - confiscated materials;
    - any student scripts that may have been copied or show evidence of collaboration or plagiarism
    - statements from other individuals involved and / or affected;
    - footage from a security camera, if applicable.
  - The student(s) has / have the right to respond by providing a signed statement explaining their conduct before they leave.
- In cases of suspected malpractice by assessment centre invigilators, teachers and other staff, and any reporting of malpractice by an independent party or individual who wishes to remain anonymous, the report made to the International School of Sikh Studies should include as much information as possible, including the following:
  - the assessment venue name and location;
  - the date and title of the assessment, if known;
  - the time the assessment took place, if known;
  - the name of the assessment centre invigilators, teachers / tutors and any other officers concerned;
  - a description of the suspected malpractice; and
  - any available supporting evidence.

#### 4. Administering suspected cases of malpractice

- The International School of Sikh Studies will investigate each case of suspected or reported malpractice to ascertain whether malpractice has occurred. The investigation will aim to establish the full facts and circumstances and, where relevant, students' previous conduct.
- the International School of Sikh Studies will promptly take all reasonable steps to prevent any adverse effect that may arise as a result of the malpractice, or to mitigate any adverse effect, as far as possible, and to correct it to make sure that any action necessary to maintain the integrity of the examination will be taken.
- The individual(s) concerned will be informed of the following:
  - That an investigation will take place, and the grounds for that investigation;
  - Details of all the relevant timescales, and dates, where known;



- That they have a right to respond by providing a personal written response relating to the suspected malpractice with 10 working days.
- That they may continue their studies including assessment results but that any results achieved since the cases of suspected malpractice, may be removed if a candidate is found to be guilty at fault.
- The student or third party / centre has a right to appeal against a malpractice outcome reached by the International School of Sikh Studies if they believe that the policy or procedure has not been followed properly.
- If a student decides to continue their programme of study while a malpractice case is being considered, they do so at their own risk, pending the outcome of their malpractice case.

#### 5. The role of the Malpractice Committee (P, DP, CC)

- The Malpractice Committee will consider all cases of suspected malpractice on an individual basis. Individuals are not entitled to be present at the meeting of the Malpractice Committee.
- The Malpractice Committee has a maximum of 15 working days from the initial reporting of a suspected malpractice to determine the outcome of the case.
- Once the Malpractice Committee has determined the outcome, it will usually inform the individual(s) concerned within two working days of the decision.
- If the case relates to a coursework assignment and potential plagiarism, the individual(s) concerned will be informed of the outcome after the meeting.
- If the student is less than 18 years old, their parents / guardian will also be informed through contact with the College's relevant officers.
- If, in the view of the Malpractice Committee, the case has been proven, the individual concerned will be informed of the outcome, with details of the committee's findings and what sanctions, if any, are to be applied.
- If, in the view of the Malpractice Committee, there is no malpractice case to answer, the individual(s) concerned will be informed in writing within two working days of the decision being made, and no sanction will be applied. If the malpractice case relates to an assessment, the result will be reinstated or issued as appropriate.

#### 6. Possible malpractice sanctions

Possible sanctions that may be applied to students

- A written warning about future conduct in College assessments.
- Loss of marks for an answer to a specific examination question(s) or a specific section of their assessed assignment, possibly resulting in the student having to resit the assessment for the unit or resubmit a coursework assignment.
- Loss of marks for the entire unit, resulting in the student having to resit or resubmit all assessments for that unit, if the qualification regulations allow.
- Loss of marks for the entire relevant unit and all other units sat previously. This may result in the student having to resit the entire qualification, if the regulations allow, or the certificate being revoked for either a unit or qualification.
- The student not being allowed to resit or resubmit the relevant assessment(s) for that unit or qualification for a stated period of time.
- The student not being allowed to sit, resit or resubmit any other assessment relating to that unit or qualification for a stated period of time.
- The student may be disqualified from registering for future the International School of Sikh Studies units or qualifications, either for a stated period of time or indefinitely.
- Any other sanction deemed applicable and applied by a third party or centre where a student breaches the conduct of the venue or centre

## RECOGNITION OF PRIOR LEARNING POLICY

### Recognition (of learning)

Any process that acknowledges and establishes publicly that some reasonably substantial and significant element of learning has taken place and can be assessed to have done so. Students are advised at the point of joining a course, that there may be circumstances where they can apply for exemptions based on prior learning supported by certified evidence from previous awarding bodies. This will ensure that you are not put in a position of needing to repeat study when you have previously been assessed and have demonstrated achievement.

Each awarding body has its own requirements, these are noted in the International School of Sikh Studies prospectus.

Specific points to be considered by any awarding body are as follows:

**Current** – no more than five years old,

**Authentic** – your own work – certified by previous awarding body

**Sufficient** – a coherent and concise evidence to substantiate your exemption claim

The decision of the awarding body is not influenced by college in anyway, exemptions based on prior learning are usually assessed by the awarding body - Academic Board.

## SOCIAL MEDIA POLICY

### Introduction

This policy provides clear guidance and advice on the use of social media to avoid circumstances occurring where content posted by an individual are inappropriate and could have a negative effect on the International School of Sikh Studies staff and students.

### Key Principles

If student or staff member's personal internet presence does not make any reference to the College and the College cannot be identified, the content is unlikely to be of concern. If employment or study at the College is referred to then the information posted must comply with the conditions outlined in our policy. This includes reference to the College being the employer within the personal profile.

A web presence through a blog or social network site for marketing or educational purposes can only be established through the Admin Department.

Posting any images or information about staff or students is not acceptable unless it forms part of an educational activity and consent has been given, in writing. Privacy and feelings of others must be respected at all times.

An employee must not disclose confidential information relating to their employment at the International School of Sikh Studies. Our web resources must not be used for accessing or sharing illegal/inappropriate content. Any instance involving illegal content or offensive material will be reported to the police. All inappropriate use will be reported to the service provider to allow them to remove the content from the site. Any misuse of social networking sites that has a harmful impact on the International School of Sikh Studies may be regarded as a disciplinary offence.

### Responsibilities and General criteria

The Academic Board is responsible for the implementation of this policy. The Administration Dept., is responsible for the operation of this policy. All staff and students are responsible for ensuring compliance with this policy.

You must not use our International School of Sikh Studies logo without prior permission from Academic Board on any postings.

Applications that allow you to interact with others online (e.g. Facebook, MySpace, etc.) require careful consideration to assess the implications of "friending," "linking," "following" or accepting such a request from another person. For example, there is a potential for the misinterpretation of relationships. In particular, where the



social media is used for staff- student interaction, closer consideration should be given to the implications. There is also the potential for the inadvertent sharing of protected information. The following are some guidelines to follow to ensure protection for yourself and the International School of Sikh Studies.

### General Guidelines

When sharing information that is not a matter of public record, please follow the guidelines below.

### Maintain Confidentiality

Do not post confidential or proprietary information about the International School of Sikh Studies, our students or your fellow employees. Use ethical judgment and follow the International School of Sikh Studies policies and requirements within your responsibility as a International School of Sikh Studies employee.

### Maintain Privacy

Do not discuss a situation involving named or pictured individuals on a social media site without their written permission. As a guideline, do not post anything that you would not present in any public forum.

### Maintain Transparency

The line between professional and personal business is sometimes indistinct. Think about the content and potential audiences of your postings. In personal posts, you may identify yourself as a International School of Sikh Studies staff/student member. However, please be clear that you are sharing your views as an individual, not as a representative of the International School of Sikh Studies. Correct any errors quickly.

### Think Before You Post

There's no such thing as a "private" social media site. Search engines can turn up posts and pictures years after the publication date. Content can be forwarded or copied. Think before you 'post'!

## STUDENT RECRUITMENT, ADMISSIONS AND SELECTION POLICY

The International School of Sikh Studies is committed to ensuring that our recruitment, admissions and selection processes are transparent and relevant to the students, staff and courses we are running. The policy is operated fairly and consistently, with a view to ensuring that our students are given equal opportunity to courses relevant to their previous educational history and with consideration to future career goals.

### Admissions

Decisions on whether or not to offer admission are carried out by Admissions Department and the Director Principal/Principal and by Awarding Bodies if their criteria so states. All Awarding Bodies publish their criteria guidelines on entry requirements however, in some cases this is left for the college to follow, in other cases the awarding body may ask to see student previous educational history before they communicate a decision to us on accepting/declining the student.

The college Admissions Department role is to check and verify documentary evidence, decisions may be referred back to previous educational providers where any aspect of a decision is unclear, or appears inconsistent. The Admissions Department will also make reference to the current Home Office guidelines on recruitment standards relating to English language requirements (for international students) and students educational background.

### Recruitment

- \* ISSS will provide guidance and advice for the specific requirements of a student
- \* ISSS will provide information which is consistent with published criteria
- \* ISSS will provide the student with information on learning/teaching methods, assessment, structure and content of the course
- \* ISSS will respond to any further enquiries from a student about college life and course expectations
- \* ISSS will recruit through web application, through vernacular press advertising and other authorised channels



### Selection

We will select students whom we consider likely to benefit from the course provision. All entry criteria are designed to ensure that students are likely to succeed academically and gain from the education provided.

- \* ISSS will reach decisions which are fair and consistent with regard to published criteria, the evidence presented by the potential student will take account of previous education history, exemptions, skills, future goals.
- \* ISSS will study previous educational history to ascertain the students potential to succeed in the course. Other factors which may be considered are disability, illness, family circumstances, if considered then evidence must first be sought before confirming a place.
- \* ISSS will ensure that the selection is made with consultation of both Admissions dept and Director Principal/Principal.
- \* ISSS will consider selection also based on awarding bodies criteria.
- \* ISSS will liaise within a working week the selection decision. This will be communicated by phone/email, or students choice of communication.

### Feedback

If a student requests feedback on the decision made, in the first instance it will only be given to the student and not a third party, additionally this will be verbally communicated unless specifically requested in writing, it may not always be possible to provide highly specific feedback especially if part of the decision has been made by an Awarding Body. ISSS will safeguard confidentiality in other ways when offering feedback.

### Monitoring and Review

ISSS will annually review its recruitment and admissions policy and processes to make sure they are up to date and relevant.

## CONFLICT OF INTEREST POLICY

The International School of Sikh Studies avoids actual and potential conflicts of interest where possible. We act honestly, ethically and transparently. We declare both actual and perceived conflicts of interest and take appropriate action to manage the conflict.

Senior staff, particularly those with responsibility must take proper care that any conflict of interest, actual or perceived, does not arise from their position with the College or membership of or connection with other bodies and individuals outside the College, unless notified to the board.

All staff, regardless of position or seniority, are under a duty to disclose conflicts of interest, actual or possible, to ensure the College acts in a manner which is honest, ethical and transparent.

### What is a conflict of interest?

A conflict of interest is a situation:

- that prevents, may prevent or may give a perception that it prevents your ability to make an unbiased decision in the performance of your duties for the College
- where you promote or pursue, or may be perceived as promoting or pursuing, your own interests ahead of those of the College, other employees of the College or students
- where you use, or may be perceived as using your position with the College, College resources, the College's name or reputation, for personal gain or purposes which are not in the interests of the College or which may damage the College's reputation
- where your professional position means you cannot act in certain circumstances.

A conflict of interest can therefore be either perceived or actual. Its existence does not necessarily arise due to unethical or unlawful behaviour; it may just be a coming together of circumstances.

### Examples:

- A relative of a member of staff applies for a job within the college, the staff member fails to disclose the

relationship, sits on the interviewing panel and offers the relative a job

- A member of teaching staff accepting a gift from a student prior to an exam and fails to disclose it

The important matter is not how the conflict arose, but what impact this conflict may have or be perceived to have. It is possible to prevent a conflict of interest, either perceived or actual, by being transparent about the conflict.

### What do I do if I think I have a conflict?

If you think you may have a conflict disclose the conflict. If you think or know you may have a conflict of interest you must report this to your line manager.

### How might the conflict be managed?

Action can be taken to manage a conflict.

- Avoidance: the conflict, perceived or actual, could be avoided, for example you do not participate in the planned action.
- Disclosure: disclosing the conflict to all parties involved and being transparent may allow the relationship to go ahead.
- Stepping back: stepping back from the situation.
- Refusal: in some circumstances not accepting the circumstances may avoid the conflict, e.g. not accepting a personal gift.

This list is non-exhaustive.

### What happens if I fail to disclose a conflict?

Should you fail to disclose a conflict and go ahead and act, you may be subject to disciplinary proceedings. It is difficult to prescribe every situation where a conflict may arise and each matter will be considered on its own merit and individual circumstances.

## Conflicts of Interest Declaration Form

Director Principal: \_\_\_\_\_

Date of disclosure: \_\_\_\_\_

### Details of the conflict/potential conflict of interest

Please give all relevant information relating to the conflict/possible conflict of interest.

--

Signature of employee

Date

## REASONABLE ADJUSTMENTS AND SPECIAL CONSIDERATIONS POLICY

### Overview of the policy

#### Purpose of the policy

The purpose is to set out the steps that the International School of Sikh Studies follow when implementing reasonable adjustments and special considerations.

Defining reasonable adjustments and special considerations

#### Overview

We seek to uphold human rights relating to race relations, disability discrimination and special educational needs of our candidates and to provide equal reasonable adjustments and special considerations for all candidates registered on our programmes. Assessment should be a fair test of candidates' knowledge and what they're able to do, however, for some candidates the usual format of assessment may not be suitable.

The International School of Sikh Studies recognises that reasonable adjustments or special considerations may be required at the time of assessment where:

- candidates have a permanent disability or specific learning needs
- candidates have a temporary disability, medical condition or learning needs
- candidates are indisposed at the time of the assessment.

The provision for reasonable adjustments and special consideration arrangements is made to ensure that candidates receive recognition of their achievement so long as the equity, validity and reliability of the assessments can be assured. Such arrangements are not concessions to make assessment easier for candidates, nor advantages to give candidates a head start.

There are 2 ways in which access to fair assessment can be maintained:

- through reasonable adjustments and
- through special considerations.

#### Reasonable adjustments

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the candidate at a substantial disadvantage in the assessment situation. Reasonable adjustments must not affect the integrity of what needs to be assessed, but may involve:

- changing standard assessment arrangements, for example allowing candidates extra time to complete the assessment activity
- adapting assessment materials, such as providing materials in Braille if the awarding body provides it
- providing access facilitators during assessment, such as a sign language interpreter or a reader
- re-organising the assessment room, such as removing visual stimuli for an autistic candidate.

Reasonable adjustments are approved or set in place before the assessment activity takes place; they constitute an arrangement to give the candidate access to the assessment activity. The use of a reasonable adjustment will not be taken into consideration during the assessment of a candidate's work.

Awarding organisations and centres are only required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment.

#### Special considerations

Special considerations can be applied after an assessment if there was a reason the candidate may have been disadvantaged during the assessment. Reasons for special consideration could be temporary illness, injury or adverse circumstances at the time of the assessment.

Candidates cannot enter a plea for special considerations for assessment solely on the grounds of disability or



learning difficulty. Candidates must declare their needs prior to the assessment period and all necessary reasonable adjustments arrangements must have been implemented by you before the time of their assessment.

Special consideration should not give the candidate an unfair advantage. The candidate's result must reflect his or her achievement in the assessment and not necessarily his or her potential ability.

Special consideration may result in a small post-assessment adjustment to the mark of the candidate. The size of the adjustment will depend on the circumstances during the assessment and will reflect the difficulty faced by the candidate, but will always be a minor adjustment as to do more may compromise the standard.

#### Making reasonable adjustments

Adjustments to assessments:

- should not invalidate the assessment requirements of the qualification
- should not give the candidates an unfair advantage
- should reflect the candidate's normal way of working
- should be based on the individual need of the candidate.

The International School of Sikh Studies will consider all adjustment to an assessment is appropriate, and will bear in mind the following:

- Candidates should potentially be able to achieve the assessment requirements. Adjustments to assessment should not compensate the candidate for lack of knowledge and skills. The candidate must be able to cope with the content of the assessment and be able to work at the level required for the assessment
- Any adjustment to assessment must not invalidate the assessment requirements of the qualification/award or the requirements of the assessment strategy. Competence standards should not be altered. All candidates' performance will be assessed against set standards. These standards cannot be altered, but it may be possible to change the delivery or process of assessment so that each candidate has an equal opportunity to demonstrate what they know and can do.
- Any adjustment to assessment mustn't give the candidate an unfair advantage nor should it disadvantage the candidate. The qualification of a candidate who has had an adjustment to assessment must have the same credibility as that of any other candidate.
- Any adjustment to assessment must be based on the individual need of the candidate. Decisions about adjustments to assessment should be taken after careful consideration of the assessment needs of each individual candidate, the assessment requirements of the qualification and the nature and extent of the support given as part of normal teaching practice. Centres should not assume that the same adjustment will be required for all assessments. Different qualifications and different methods of assessments can make different demands on the candidate. Candidates should be consulted throughout the process.
- Any adjustment to assessment should reflect the candidate's normal way of working providing this does not affect what is being assessed in any way. The candidate should have experience of and practice in the use of the adjustment.

#### Our role and responsibilities

When the International School of Sikh Studies receives your completed form, we will aim to complete our review within 2 working days. If we are unable to agree your application, we will try to suggest a suitable alternative reasonable adjustment.

#### Evidence requirements

Candidates must provide evidence of their learning needs or medical condition. You must ensure that suitably qualified personnel check that the evidence is current and relevant to the candidate.

In the case of an appeal, you must ensure that evidence to support a reasonable adjustment or special consideration.



### Special considerations for both internal and external

#### Internal assessment

The only special consideration allowed is an extended time period/registration period for the completion of the assessment. We will retain evidence of this special consideration and make it available to our External Moderators, External Verifiers or Quality Advisors during their visits, if required.

#### External assessment

A candidate who is fully prepared for an external assessment may be eligible for special consideration if:

- performance in an external assessment is affected by circumstances beyond the control of the candidate, e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment
- alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate
- part of an assessment has been missed due to circumstances beyond the control of the candidate.

#### Applying for special considerations

Please complete your application with the following information:

- centre number and name
- candidate name
- candidate number (where available)
- programme and/or unit number/code
- programme title and level
- date of the assessment session (month and year)
- summary of adverse circumstances affecting the candidate's performance in the assessment
- list of other units of the qualification already achieved and details of the assessor's and/or internal moderator's/verifier's records of their decisions about the candidate's achievement
- estimated result for the candidate
- copy of any evidence submitted to you by the candidate in support of their request.
- Please ensure that the application is signed and dated by a member of the centre staff who has formally been given delegated authority for this by the Director Principal. The signatory must declare that the information given is accurate.

### Academic Term :

#### International School of Sikh Studies

#### TOTAL WEEKS IN ACADEMIC YEAR

Months	Professional Courses (CIMA, CMI, ABE) Weeks
September	3
October	4
November	5
December	2
Study Week	-1
<b>Total</b>	<b>13</b>
January	4
February	4
March	3
Study Week	-1
<b>Total</b>	<b>10</b>
April	1
May	5
June	4
July	1
Study Week	-1
<b>Total</b>	<b>10</b>
<b>GRAND TOTAL</b>	<b>30-33</b>

**Note:** Teaching weeks can be changed depending on academic board resolutions.