

Harrow

Route, Destination and Bus stops

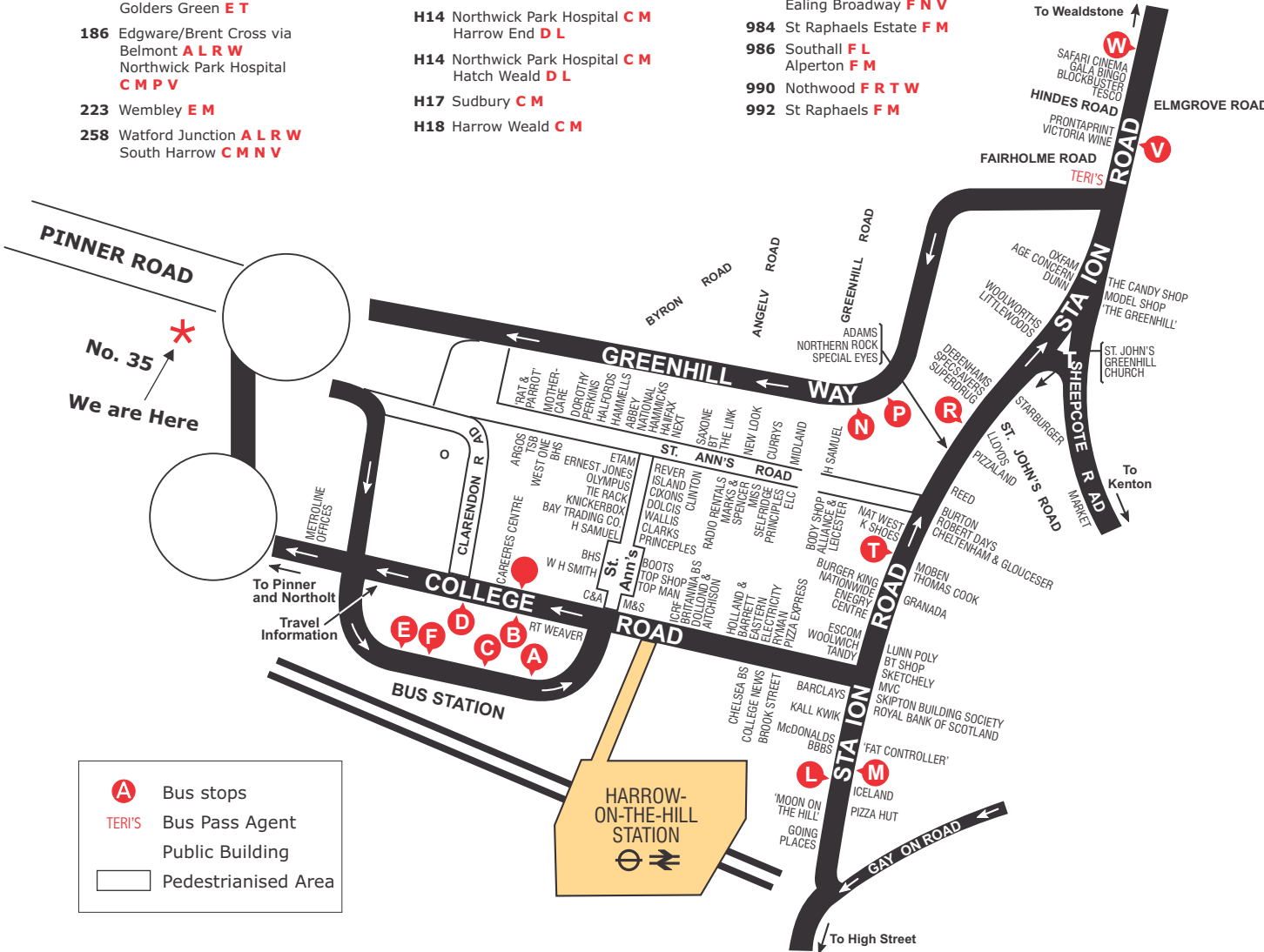
- 114 Mill Hill **ET**  
Ruislip **BL**
- 140 Harrow Weald **ARW**  
Heathrow Airport **BNV**
- 182 Harrow Weald **ALRW**  
Wembley/Brent Cross **CMPV**
- 183 Pineer **DL**  
Golders Green **ET**
- 186 Edgware/Brent Cross via Belmont **ALRW**  
Northwick Park Hospital **CMPV**
- 223 Wembley **EM**
-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



- A** Bus stops
- TERI'S** Bus Pass Agent
- Public Building
- Pedestrianised Area

\* Khalsa College London



Khalsa College London

POLICY HANDBOOK

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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.
- To ensure that there is no discrimination of any sort or 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.
- 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.
- Student 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 Khalsa College London
- 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 College.

#### Administration

- Inform Teacher/Course Co-ordinator of new students and pass on relevant information.
- Welcome new students.
- Complete new admissions forms.
- Show students around the College.
- Provide a timetable.

#### Teacher

- To make sure new admission form is read.
- Acknowledge students' previous experiences, cultural background, language and achievements.
- Build on students' existing progress.

### ASSESSMENT AND RECORD KEEPING POLICY

#### Introduction

Administrative Office have 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 College by evaluating the impact of planning, teaching and the curriculum on students' achievements. Khalsa College London 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 College 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 term. 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 will not be met.

**ATTENDANCE RECORDING POLICY**

KCL requires students to attend all classes punctually. If a student misses a class they should contact KCL 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 College 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 College 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 Teachers 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. KCL 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.

**Khalsa College London 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 College;
- 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 College's expectations and strategies are widely known and understood;
- To encourage the involvement of both students and Teachers 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 College 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 College a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At College we 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.

### Khalsa College London 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 teacher 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 College 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 College has responsibilities towards the whole.

### Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. Khalsa College London 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 College 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 College site at lunchtime;
- fixed-term exclusion;
- permanent exclusion.

### College regulations concerning students' behaviour apply during

1. The College day, including morning and lunchtime breaks
2. Before and after College, whilst on site
3. College 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 College, 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 College, 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;
- Bullying;



- Theft;
- Repeatedly failing to undertake College detentions;
- Repeated failure to comply with the students' individual timetable;
- Swearing at members of the College 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 College community, nevertheless disrupt the learning of other students', undermine the discipline of the College or damage the reputation of the College. Physical assault upon a teaching or non-teaching member of the College 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 College 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 College, 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 College underlies this philosophy. Parents/carers (if appropriate) are expected to fully support the College in its attempts to include and make provision for all students.
2. The College expects high standards of behaviour from all students with fair College procedures for behaviour management which are equally applied to all. The College 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 College 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 College 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, theft, 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 College will review 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
- College leadership
- Rewards and sanctions
- Staff development and support
- Liaison with parents and other agencies

### BULLYING POLICY

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

**PROCEDURES**

1. These policies and procedures on bullying have been discussed and finalised after consultation with all the Teachers. The College shall exhibit in all the prominent places that the College strictly follows the anti bullying policy, and the same is available for inspection at all times from the designated Teachers.
2. The designated Teachers shall hold an annual training course for all the Teachers, 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 College's policy on bullying with the names and contact details of the committee and the designated Teachers.
3. The Principal shall form a committee who will be wholly responsible for implementing this policy. The designated Teachers 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 Teachers along with the other teaching staff shall implement the policies and procedures. The designated Teachers, along with the reporting Teachers 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 College is committed to provide excellent advice to the students as regards careers. In fact the aim of the College is to provide a Vocational and Professional Education which ensures Employable Skills.

During the last term of the year the College 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
- 3D Animation, advanced Computer Graphics and Digital Art
- 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 AND APPEALS POLICY

This policy and procedure is for the benefit of students and parents at Khalsa College London. This policy and procedure will be relied upon in respect of all complaints by students made against the College 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 College will be dealt with under the Khalsa College London Complaints Procedure.

The College 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 College.

### College 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/Deputy 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 College will use its reasonable endeavours to resolve any informal complaints within ten working days of them being raised, except where they are raised within College vacations or within two working days of their commencement where the College will use its reasonable endeavours to resolve them as soon as possible after commencement of the new College term (usually within ten working days).

#### Stage Two - Formal Resolution

- The Principal/Deputy Principal will undertake an investigation and decide upon the action to be taken.
- In most cases, the Principal & Deputy 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 College will keep a written record of all formal complaints, including records of meetings and interviews held in relation to the complaint, and the College decision, which will be kept for one year after the student leaves the College.

### Stage Three - Panel Hearing

- If the parent or 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 College, 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 or parents must lodge their appeal in writing and within ten working days of the date of the College decision made in accordance with the Stage Two Procedure. The student should provide a list of their complaint(s) made against the College and which they believe to have been resolved unsatisfactorily by the Stage Two Procedure, along with the remedies sought in respect of each. The Board of Trustees 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 College, the College will, within five working days, refer the matter to the Principal & Vice Principal, who will arrange the Complaints Panel. Where an appeal is received by the College, the College will, within five working days, refer the matter to the Chair of the Complaints Panel. Where the appeal is received by the College during vacations, or within two working days of their commencement, the College has five working days upon commencement of the College 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 parents 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 College days after receipt by the College 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 Board of Trustees who have not previously been involved in the complaint, and one person independent of the management and running of the College.
- The following are entitled to attend a hearing, submit written representations and address the Panel:
  - a. The student/s or parents and/or one representative;
  - b. The Principal of the College 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 parents.
- 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 parents' 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 College 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 parents, 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 College 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 College.
- Part 7 [The Education (Independent School Standards) Regulations 2014]
- Provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and
  - Whether they are resolved following a formal procedure, or proceed to a panel hearing; and (ii) action taken by the school as a result of those complaints (regardless of whether they are upheld); and (k) provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.

### 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 College 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 College 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 Teachers in writing. Student's opinions about the curriculum will be sought on a regular basis and they will be encouraged to air their views.

### DISABILITY AND EQUALITY

Khalsa College London 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 school 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 teacher 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 College curriculum;
- improving the physical environment of College 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.

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 & Teachers	( )
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 College : ..... 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 College 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 College.
- 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 College.
- 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

- 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 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>Name of School</b>	: Khalsa College London
<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>	: 020-8427 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</b>	: February, 2018 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 College 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 College 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 College 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 College will provide information, instruction and training on First Aid to specific employees to ensure that statutory requirements and the needs of the College are met.

## 4. First Aid Arrangements

### 4.1 First Aiders

The College 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 College;
- (c) accident and incident statistics;
- (d) nature and distribution of its workforce;

As part of its First Aid facilities the College 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 College.

In the case of visits, events, excursions and exhibitions remote from the College, 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 College 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 College 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.

## 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

Khalsa College London believes that the health, safety and welfare of all the people who work or study at our College 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 College 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 College. 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 College'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 College 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.***

***The staff of the College must not take any student off the College site without the prior written permission of the parent.***

Accidents occurring to persons in KCL 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 KCL should be entered in the Accident Report Book. Parents, carers or other named responsible person, should be contacted in all cases where the accident is more serious. When it has not been possible to contact such person then the incident should be reports to the appropriate contact at the end of the college 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. The first aid policy outlines all the procedure in greater details.

**Medicines in College and the long term treatment of conditions in College**

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 College follow their procedure for the treatment and welfare of students suffering from asthma and the long term conditions, e.g., epilepsy.

**College Security**

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

**Fire Precautions**

There is a fire drill for all students and staff once a term. The College 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 College. 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.
- College 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 National Curriculum.

Students are motivated to learn in a variety of situations which include individuals, group and collaborative opportunities. Practical and first hand experiences are considered to be essential parts of all students' learning. The College encourages self reading and has their own library facility which is provided free to all students.

**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 College'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 College 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 Khalsa College London, all students will have the opportunity to achieve the highest standards.

The College 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 College's policy. The College recognises and values all forms of achievement and sets high expectations to challenge and extend learning to raise standards for all students. The College 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 College's development and will continue as an ongoing requirement.

## PERFORMANCE MANAGEMENT POLICY

### Introduction

At Khalsa College London 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 Teachers except volunteers, Teachers on contracts of less than one year and the Teachers in their induction year. All Teachers 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 College'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 and to benefit students, Teachers and the College. 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 College performance by developing the effectiveness of Teachers, both as individuals and as teams. The evidence is that standards rise when College and individual Teachers are clear about what they expect students to achieve. That is why performance management is important at Khalsa College London.

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 Teachers 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 Teacher 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 Teacher shows good subject knowledge and understanding.

- a) Teacher 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 Teacher 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 Teacher's questions.
- b) Mistakes and misconceptions are recognised by the Teacher 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 Teacher and students work at a good pace.

**7. The Teacher 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: \_\_\_\_\_ Teacher: \_\_\_\_\_

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

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

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

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

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

Teachers comment (optional): \_\_\_\_\_

## RACE EQUALITY AND EQUAL OPPORTUNITY POLICY

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

- Khalsa College London 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 College 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 College 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 College community, including students, staff, governors, parents and community members. The College 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**

- Khalsa College London is situated in the London Borough of Harrow. The student population is socially, economically, linguistically and culturally diverse.
- As a College 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 College 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 College life with particular reference to those who are bilingual and/or refugees who arrive after the start of the College 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 College 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 Khalsa College London endeavours to provide an ethos that:
  - a. Creates a College culture where everyone, irrespective of race, colour, ethnic or national origin, feels welcomed and valued (including students, parents, staff, College community and wider community members participating in College 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 College 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 College 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 College 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 College governors.
- The College Management Team endeavours through leadership and example, to ensure that all policies are based on College 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 College 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 College community.
  - b. The College, 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 College.
  - 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 College 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 College.

#### 9. Students' Religious and Cultural Needs

The College is aware of and acknowledges the pastoral, religious, cultural and linguistic needs of all students which are reflected in its Spiritual Social Moral and Cultural Development policy.

#### 10. Behaviour, Discipline and Exclusions

- Social inclusion is the responsibility of every member of staff in the College, 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 College underlies this philosophy. Parents/carers are expected to fully support the College in its attempts to include and make provision for all students.

- The College expects high standards of behaviour from all students with fair College procedures for behaviour management which are equally applied to all. The College 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 College 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

- The College and governors adhere to recruitment and selection procedures that are fair and equal.
- The skills of all staff are recognised and valued with encouragement to share individual skills and knowledge within the College community. The College acknowledges and values the need for staff and those within the whole College 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 College by accessing vacancies to attract the widest pool of applicants. The College 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 College.

### 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 school. 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 school. 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 school, 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 College life. We aim to provide a moral framework for students' personal development so that they become tolerant members of the College community.

Bullying, racist, sexist and other antisocial behaviour will not be encouraged and tolerated. The highest standards of behaviour are expected and the College 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 College authorities. We ensure that the necessary communications channels through our personal tutoring system are available for this purpose.

**SEN POLICY (SECONDARY)**

We recognise that many pupils will have special needs at some time during their secondary education. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all pupils requiring SEN provision as early as possible
- To ensure that parents of SEN pupils take as full as part as possible in all activities
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- To ensure that SEN pupils are provided, where practicable, in decisions affecting their future SEN provision

Whilst many factors contribute to the range of difficulties experienced by some pupils, we believe that much can be done to overcome them by parents, teachers and pupils working together.

**STAFF RECRUITMENT, TRAINING AND DEVELOPMENT POLICY****AIMS**

The College realises that the quality, commitment, and ongoing development of Teachers is critical to the quality of the education imparted and will make a sustained effort to ensure this on a ongoing basis.

1. The College 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 College community. The College acknowledges and values the need for staff and those within the whole College 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 College by accessing vacancies to attract the widest pool of applicants. The College 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 College.

5. The performance of all staff is discussed with them annually and the KCL's expectations from the staff clearly explained.
6. The College will provide ongoing facilities for development of skills by sending Teachers on short courses. The College will endeavour to send each and every teaching staff on courses for up gradation of their skills at least once a year. In addition to this in- house training sessions will be conducted on ongoing basis.
7. The Principal will be responsible for executing this policy.
8. All staff to be DBS approved

### 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.

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.

### CHILD PROTECTION AND SAFEGUARDING POLICY

Khalsa College London strives to educate all its students within an environment where the traditions of learning, truth, justice, respect and community are promoted. Consequently the overall aim of this policy is to safeguard and promote the welfare of the children in our care. In situations where child abuse is suspected, our paramount responsibility is to the child.

The **Designated Safeguarding Lead** (DSP) for Child Protection in the College are:

Dr. S.S. Kapoor on 020 8427 5132 or at: [registrar@sikh-uni.ac.uk](mailto:registrar@sikh-uni.ac.uk)

Khalsa College London will safeguard and promote the welfare of children who are pupils at the college, in compliance with DCSF Guidance.

1. *Working together to Safeguard Children 2015 (H.M. Government)*
2. *What to do if you're worried a child is being abused, March, 2015 (H.M. Government)*
3. *Keeping Children Safe in Education, September, 2016.*

#### Principles

The six main elements of the policy apply to all staff:

- Ensure the practice of safe recruitment in checking the suitability of staff appointed to the college.
- Raise awareness of child protection issues and so equip children with the necessary skills needed to keep them safe.
- Provide and then implement procedures for identifying and reporting cases, or suspected cases, of abuse.

- Support students who have been abused in accordance with the terms of the policy.
- Establish a safe environment in which children can learn and develop.
- Provide staff with relevant training and support. To make provision for immediate remedy to any deficiencies or improvements in policy and practice as they occur.
- To liaise with Local Authority as appropriate.

#### Procedures

The selection and recruitment of staff

(see *Safer Recruitment Policy* for further details)

- A clear definition of any role so that the most suitable appointee can be identified. Identification of key selection criteria.
- A wide circulation of vacancies to ensure equal opportunities.
- Confirmation of the identity of the applicant including personal details obtained either through using letters of application, requests for Curriculum vitae, or via an application form where appropriate.
- The requirement for written references.
- Requirement of a declaration of previous convictions and submission to formal check, procedures.
- A clear guarantee that disclosed information will be treated in confidence and not used against applicants unfairly, including adherence to the Disclosure Barring Service code of practice.
- Documentary evidence of qualifications, DBS checks, utility bills, passport etc.
- Use of several selection techniques to maximise the chance of safe recruitment, e.g. interview, references, checks.
- At least one representative from the Interview Panel will meet personally with every applicant, and make an exploration of their attitudes towards working with children.

#### The application of College policy

The nature of the regular contact with students on a daily basis means that the College staff are well placed to observe the outward signs of abuse. The college will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are individuals, adults and peers, whom they can trust and whom they can approach to raise their concerns.

This will be achieved by continuing to:

- Develop awareness in all staff of the need for Child Protection and their responsibilities in identifying abuse.
- Ensure that all staff are aware of referral procedures within the school.
- Monitor children who have been identified as "at risk".
- Ensure that key concepts of Child protection are integrated within the curriculum.

- Create an environment where children feel secure, have their view point's valued, are encouraged to talk and are listened to.
- Ensure that outside agencies are involved where appropriate.
- Ensure that students have regular and timely liaison with a member of staff they feel confident with.

### Confidentiality

Students are actively encouraged to raise personal and general concerns with members of staff and seek advice in confidence.

It is important to note, however, that such discussions, whilst remaining confidential in nature, must take into account a full appreciation of duty of care. This will mean that information may have to be shared with senior members of staff or parents on a need to know basis — not as a breach, but as an extension of a confidence given.

This aspect of the policy will apply if there is a risk of an individual becoming a danger to himself or others. In such a situation a student will be counselled, and if at all possible persuaded, that it is desirable for a confidence to be shared with others.

### CONFIDENTIALITY CANNOT BE GUARANTEED IN RESPECT OF CHILD PROTECTION ISSUES.

Any member of staff with an issue or concern relating to Child Protection must immediately discuss it with the Designated Safeguarding Lead.

### The role of the DSP is:

- To ensure that all staff know the nominated individual responsible (and in his/her absence the Head) for Child Protection issues.
- To be available to all staff for consultation on child protection issues.
- To seek advice from relevant authorities and co-ordinate action where child abuse is suspected to include whether or not the child is on the Child Protection Register.
- To report to the appropriate agency any allegation of abuse within 24 hours of the decision to report being made. (Children, Schools & families, including out of hours: 0300 123 4043)
- To facilitate regular training on Child Protection.
- To review the College's Policy on Child Protection (to include Counter Bullying and related policies) with the Head on an annual basis and present changes for ratification to the appropriate channels.
- To monitor and update records of students on the Child Protection Register (CPR).
- Where appropriate to take part in the child protection conferences or reviews. In the case of non-attendance to ensure that a key member of staff attends. Where this is not possible to provide a written report to the conference from the College. (It is acknowledged that this should occur rarely as the involvement of College staff is vital given the close involvement with the child.
- To maintain records of case conferences and other sensitive information in a secure confidential file and to disseminate information about the child as policy dictates.
- To inform the relevant authorities in writing when a child on the CPR moves to another school/college/university and to inform the new school of the child's status on the Register.
- To raise staff awareness and confidence on child protection procedures and to ensure new staff are aware of these procedures.

- In the absence of the designated teacher, a deputy who must be nominated in advance must take responsibility for Child Protection Issues.

### The further responsibilities the College enacts are to:

- Ensure that the DSL for child protection has received appropriate training and support for this role.
- Ensure that a trustee is nominated as being responsible for child protection. (The governor will undertake an annual review of the school's child protection policies and procedures and of the efficiency with which the related duties have been discharged).
- Ensure that every member of staff knows the name of the designated teacher responsible for child protection and their role. Ensure that all staff understands their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the college and staff for child protection by setting out its obligations in school documentation.
- Notify social services if there is an unexplained absence of up to two days of a student who is on the child protection register.
- Effect appropriate contact with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely and separately from the main student file, and in locked locations (these to be held by the DSP).
- Provide and then follow procedures where an allegation is made against a member of staff.
- Ensure safe recruitment practices are always followed.
- Ensure that records of Child Protection Issues are kept on file for three years beyond the leaving age of the child.

### Additional Information

### CHILD ABUSE: NATURE, CATEGORIES and DEFINITIONS.

There are four main categories:

- Physical
- Emotional
- Sexual
- Neglect

### Physical Abuse

This is the physical injury to a child where there is definite knowledge, or reasonable suspicion, that the injury was inflicted or knowingly not prevented. This can include for example, non-accidental cuts, shaking, throwing, bruises, wounds, burns, and fractures, bites, deliberate poisoning, attempted drowning, and attempted smothering. Physical harm may also be caused when an adult fabricates the symptoms of, or deliberately induces illness in a child.

**Possible Signs**

- Unexplained injury or refusal to explain or discuss them
- Cigarette burns
- Long bruises (possibly made by a belt)
- Teeth marks
- Fingertip/nail/slap marks or bruises
- History of bruises/injuries with inconsistent explanations
- Bilateral black eyes
- Self destructive comments, possibly repeated, or tendencies
- Aggression towards others
- Untreated injuries
- Fear of medical treatment
- Unexplained or unaccounted for patterns of absence (to avoid exposure of injury)
- Often absent on a Monday
- Regularly misses medical appointments

**Emotional Abuse**

This category deals with the persistent or severe emotional ill treatment of a child which has a severe, adverse effect upon the behaviour and emotional development of that child. It may involve conveying to a child that he is worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on a child. These may include interactions which are beyond the child's developmental capability, as well as over-protection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may also involve serious bullying causing the child to feel frightened or in danger, or the exploitation or corruption of a child.

Its diagnosis will require medical, psychological, psychiatric, social and educational assessment. It is accepted that all abuse involves emotional abuse but this category supersedes only when it is the main or the sole form of abuse.

**Possible Signs**

- The child is developmentally delayed
- Inappropriateness of social responses
- Self mutilation
- Extreme passivity or aggression
- Truanting from school or running away from home
- Drug or solvent abuse (either in the child or in its principal carer/s)
- Excessive fear of situations or people
- Social Isolation

- Depression
- Pressure (possibly when carers are unstable emotionally or behaviourally)

**Sexual Abuse**

This is the involvement of dependent (legally under 18), developmentally immature children and adolescents in sexual activities, including prostitution, they do not truly comprehend, to which they are unable to give informed consent. These may include non-contact activities such as involving a child in looking at, or in the production of pornographic materials or activity, or encouraging a child to behave in sexually inappropriate ways.

**The key elements in any definition of sexual abuse are:**

- The betrayal of trust and responsibility
- Abuse of power for the purpose of the sexual gratification of the abuser
- The inability of the child to consent

**Other Forms of Abuse**

These types of abuse are more likely to be found in some Asian and African communities

- Forced marriages: are abusive. Arranged marriages are not abusive because all parties are consulted and involved in giving consent.
- Honour killing: college staff should be alert to signs of anxiety, fear of going abroad for holiday, unexplained trips.
- Female genital mutilation: is not a religious requirement and is abusive and must be reported to the authorities.

**Possible Signs:**

- Depression, suicidal tendencies, self-harming
- Anorexic or bulimic
- Acting in a sexually inappropriate manner towards adults/peers
- Unexplained pregnancies
- Truanting/running away from home
- Seeking guidance for a "friend with a problem of abuse"
- Sexually abusing a younger child/sibling
- Sudden changes in school or work habits
- Fear of people
- Abnormal precociousness or aggression
- Chronic medical problems (stomach pains/headaches)
- Withdrawn, isolated, excessively isolated
- Genital/abdominal or anal injury or pain

Under no circumstances can under-age sex issues remain secret. In the case of a disclosure of sexual abuse, the referral to the social services will action contact with the police.



### Neglect

Neglect is the persistent or severe neglect of a child's basic physical and psychological needs which results in serious impairment of his health or development. Neglect may occur during pregnancy as a result of material abuse. Once the child is born, neglect may involve failure to provide adequate food, clothing and shelter, including exclusion from home or abandonment, failure to protect a child from physical and emotional harm or danger, failure to ensure adequate provision and supervision of care-takers, failure to ensure access to appropriate medical treatment or care.

The non-organic failure of a child to thrive may result from neglect of a child but will always require medical diagnosis by appropriate exclusion or organic causes

#### Possible Signs:

- Failure to thrive (looks thin emaciated, unwell, below average height, weight)
- Unusually hungry
- Has regular accidents especially burns
- Poor personal hygiene
- Avoidance of school medicals
- Tiredness
- Reluctance to go home
- Poor social relationships
- Frequent lateness/non-attendance
- Inappropriate clothing

#### Bullying (Anti-Bullying Policy and Counter- Cyber bullying Policy).

Bullying can be defined as deliberately hurtful behaviour, usually repeated over a period of time, during which it is difficult for those bullied to defend themselves. It can take many forms of which three are main. They are physical (e.g. hitting, kicking, theft); verbal e.g. racist or homophobic remarks, threats or name-calling and emotional (e.g. isolating an individual from activities and social acceptance of the peer group). The damage inflicted by a bully is often under estimated, cause's considerable psychological distress to the individual and his family, affects health and development and in extreme cases lead to significant harm, including self- harm.

#### Possible Signs

- Failure to thrive (looks thin emaciated, unwell, below average height, weight)
- Poor social relationships
- Isolation Introspection
- Deterioration in progress
- Changes in working habits
- Reluctance to be involved
- Frequent lateness/non attendance
- Aggressive behaviour
- Theft and/or making unusual demands for pocket money from parents

### Staff Role, Responsibility & Guidance

Staff should be clear to understand that in disclosure of alleged abuse cases they are not making a diagnosis, only receiving concerns. None of the signs listed above may actually prove that a child is being abused and these indications should not be taken as proof. They MAY be indicators, which when put into context, provide justification for action.

Children may sustain injury by accident or be sustained in order to implicate someone else. Emotional abuse is more than just the occasional criticism of a child. Abuse is a symptom of continued negative treatment which ostracises or belittles a child. This is usually the result of extremes of inappropriateness care by the parents and so very difficult to confront. All abuse is emotional abuse irrespective of whether or not is accompanied by physical injury, sexual abuse or neglect.

#### Role of Staff

To be aware of the possibilities which exist for child abuse and to be conversant with the College practice and policy on Child Protection. Teachers are to understand that they are not expected to be experts at diagnosis but rather receive and then report the allegation to the Designated Child Protection Officer.

In dealing with a child protection issue, staff are:

- To remain objective
- To record information, contemporaneously, verbatim, if possible. Not to prompt, lead or suggest information to the child.
- To refer to the school's DSP (or in his/her absence, the deputy or other key staff) as immediately as possible.
- In the case of allegations brought against a colleague to refer the incident to the designated teacher who will then refer this to the Principal immediately.
- In the case of the allegation being made against the DSP, the Principal must be informed immediately.
- Any allegations concerning student abuse against staff should be limited to collecting the evidence and then passing this to the local safeguarding authority for advice on how to proceed.

#### Dealing with Disclosure of Abuse

##### Remember :

The determination as to whether or not abuse has taken place is a task for the professional child protection agencies, following a referral from the designated child protection officer in the College.

Procedure: Receive, Reassure, React, Explain & Record

Receive Information

- Remain objective
- Accept what you are told
- It is not your responsibility to investigate its truth or otherwise or decide if the information is correct.
- Listen without reaction, particularly without displaying shock or disbelief. To do so could affect the child and prevent the disclosure of information.

#### Reassure (The child)

Acknowledge the child's courage and strength in deciding to disclose the information. The step of disclosure is in

itself often the most difficult for a young person to take and will have been the subject of a great deal of thought before being anywhere near confident of doing so.

Remind them that they are not to blame for what is happening. The child is the victim and often has a very low self-esteem because of this. However, do remember that the alleged perpetrator is often a person that the child loves and respects so to criticise their conduct will be counter-productive. It is vitally important to suspend any form of judgement. Do not promise confidentiality. Given that the safety of the child is paramount, a member of staff cannot give the cast iron assurance that the information presented does not need agency investigation. To offer such a commitment and to renege on it would break the trust between the student and the school. This would become a complicating factor in having to work with the parents and children at a later date should abuse be proven. Do not promise that everything will be all right.

### React

This is the most skilled part of the initial disclosure of allegation. Respond to what the student has said but do not interrogate.

Avoid leading questions such as: "Was it your father?" "Did this take place on Tuesday when you were away?" Defence counsel in any subsequent court case will show that the staff member "contaminated" the child's evidence if questions are posed in this way.

### Questions must be open ended:

- "Do you want to tell me anything else?"
- And? Who did this? When was this? How did it happen? Any other things you want to tell me?
- Could you go over the detail again to see if you have forgotten anything?

**TED** questions can be usefully applied

T = tell me what happened

E = explain to me what happened

D = describe to me what happened

Never ask WHY

Reflect/Seek clarification as outlined in the questions to follow. This is an example of how to clarify detail. "Can you be clear about the detail of what you are saying?"

This form of questioning ensures that you do not inadvertently lead the child, perhaps by assumption and/or unintentionally, by the nature of the question. For example a question like: "Were you sitting up or lying down when this happened?" contains the answer to the question whereas "What was the position you were in?" allows the information to unfold.

### Explain

What you intend to do next. This must focus on the process the College adopts and contacting the designated person within the school. It may also mean outlining this process to the child given the nature of the allegation.

### Record

Make brief notes.

This must be done as soon as possible after the meeting. This may be possible in the meeting itself but it would be advisable to ask permission of the child in the first instance.

Write up your notes in full and include time, date, place and sign them. Describe observable behaviour e.g. was shaking, continued to cry, constantly moved around the room. (Do not interpret these features).

Record the actual words spoken by the child wherever possible. Pass on the evidence to the LSCB within 24 hours of disclosure.

### Procedures for dealing with abuse by one or more students against another student

In dealing with abuse by one or more student against another student (and where appropriate) staff will:

- Respond immediately and directly, with the explanation as to why this type of behaviour is not acceptable.
- All instances will be referred to the class teacher without delay. The DSP will be informed.
- A written record will be kept regarding the incident by the DSP. All children should be encouraged to talk to or confide in a member of staff about any instances that make them feel uncomfortable or threatened.
- Confidentiality will be respected; however, the child will be informed that it may be necessary to disclose the information to other people, in order that appropriate action can be taken.
- Children should know that making staff aware of a problem is not sneaking or telling tales etc. And should be reassured that they are not being disloyal to their peers.
- Retaliation will always be discouraged.
- It may be necessary to inform parents and put in place appropriate disciplinary proceedings.

### Guidance for staff on how to avoid harming pupils or putting themselves at risk of allegations (see appendix)

### Procedures for dealing with allegations against staff

'This should be limited to collecting the evidence and then passing this to the local safeguarding authority for advice on how to proceed. Allegations against members of staff must be treated with the same professional regard as those made against others. It is recognised that abuse does take place in the context of schools, although fortunately enough the incidences are infrequent. What is important is that staff should feel that they will be treated fairly and according to clearly set out procedures which will give them confidence that abuse and allegations will be dealt with appropriately.

Managing accusations of abuse against staff members is the sole responsibility of the Principal who must inform and consult the LADO (Local Authority District Officer). If the allegation is against the Principal, the matter must be taken directly to the Vice Principal and through him to the Chair of Governors. If the allegation is levelled at the DSP, this must be reported to the Principal immediately. No action will be taken by the college until advice is obtained from the LSCB.

### Allegation against DSP

The Principal and Vice Principal will be responsible for the management of an investigation against the DSP.

Separate Policy on "Managing an Investigation of an Allegation of Abuse"

As such there are a number of sensitive issues to manage:

- The welfare and rights of the child
- The rights of the member of staff involved
- The reaction of the parents

All three require equal degrees of sensitivity.

### Monitoring Low Level Child Protection Concerns

All concerns a teacher has regarding a child protection issue should be must be discussed with the designated

teacher. Often there are insufficient grounds or evidence to suggest referral to an outside agency. However, it must be stressed that this is not sufficient reason to ignore a concern. It may be that the designated teacher will consult outside agencies to seek clarification on what action might be taken.

### Monitoring

It may be that the decision is made to monitor the family. In this case a decision will be made as to:

- What aspects of the student should be monitored
- Who should be involved in the process and what their responsibilities should be
- A date at which time a review will take place (approx 4 weeks)

### Consultation

With the parents will need to take place at this time but needs to be undertaken carefully so as not to arouse any suspicions on their part. The reason for this is to fold if abuse is taking place it may cause a change in patterns of behaviour etc. which may make it prolong the evidence which would bring about referral and secondly there may be no cause for concern at all and would serve only to upset those involved. The focus in such contacts with parents will be on the individual's work and behaviour and thus eliciting further information from parents/guardians.

### Records

Must be kept in a separate file to the other school records. The written record must contain only observable behaviour and verbatim accounts and again not be interpretative or speculative. These records may be required as evidence.

### Review

At the stipulated time of review, the following will be established.

### Grounds for further action.

If it is decided not to refer the issue, it must be indicated on the record that monitoring took place, the date of the decision not to refer and the reasons for this decision.

If further monitoring is warranted, a new review date must be set. It is likely that this should be a brief period of time and if the results of the subsequent review are inconclusive the issue will be referred.

### Outcomes

#### The Child and Child Protection Issues

It is recognised that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will try to support the student through:

- The content of the curriculum
- The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued. The school behaviour policy which is aimed at supporting vulnerable students in the school.
- The school will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the student such as social services, Child and Adult Mental Health Service, education welfare
- Service and educational psychologists.

### Parents and Child Protection Issues

Schools and their staff are placed in a delicate position when allegations of abuse or investigation of abuse is on-going, as the school still needs to maintain a working, constructive relationship with the parents/guardians involved. Allegations of abuse and those cases subsequently proven to be abuse can result in difficulties in maintaining a constructive and open relationship with parents. Parents will have a range of feelings in relation to abuse of their children. They may well be angry at the school staff for having made a referral, be anxious about confidentiality of the issues and concerned that the children involved may be stigmatised as a result. If the family is broken up, parents are likely to be distressed as well as feeling guilt and shame. It is paramount that parents are made aware of the College responsibility to the student so that they are aware that concerns will be dealt with. Clear statement of child protection and confidentiality policies will be both a support to parents in working with them and provide clear statement regarding the reasons for such policies. In this way all parents should register the priority of the child's welfare for the school.

### Managing Parents in Abuse Allegations

Care must be taken to be sure that confidentiality is maintained. The nature of the discussion will focus be on the students progress, performance and behaviour.

Other information is not to be shared. There is a clear need to deal with the emotions parents are feeling and diffuse further escalation of these. Acknowledge their feelings. Be clear that your responsibility is to the child's welfare and state and reinforce this to parents. If parents/carers are the subject of a child protection allegation or investigation, it is prudent to offer them the name/s of agencies which will be able to advise and support them (see list).

### Case Conferences

Parents are likely to be at child protection case conferences and teachers are to be aware that they may need to provide information which may present parents in a critical light.

The following are provided as key areas upon which teachers will be asked to comment in case conference:

- On the specific allegation/ incident relevant comments/direct quotations for child accounts from any eye-witness
- Attendance, punctuality, patterns of absence educational progress, deterioration in attainment and effort levels.
- Changes in patterns of behaviour (disruptive, withdrawn, aggressive, violent, attention-seeking)
- Particular instances or situation in which these tendencies emerge relationships with peers
- Health, absence due to illness, hygiene, tiredness any action taken by school to provide remedy for any difficulties encountered to include records of this information involvement of other agencies nature of the College's relationship and contact with parents names and ages of sibling attending the college.

### The staff and Child Protection Issue

Any staff member who is involved in a child protection issue may be vulnerable to the emotional and psychological effects of involvement. Staff will be supported and be given the opportunity to undergo counselling should they wish.

### Staff and Training in Child Protection

Training needs will be assessed periodically. The nature and intensity of training required will be regularly re-assessed for instance in relation to new staff member etc. However, the current policy of the College is to provide compulsory refresher training for all staff every two/three years including the DSP. Temporary and voluntary staff



who work within the College will be made aware of the arrangements for child protection outside of this as employed. The Designated Child Protection Officers training will be reviewed annually, ensuring the training in the child protection and inter-agency working is updated every two years.

### Reporting Arrangements

Our role internally is to report matters to the Principal, further action deemed necessary will be taken by the DSP in consultation with the Principal to the Local Authority. College accepts that no further action can be taken until advice has been received from the Local Authority Safeguarding Children Board.

### Reporting to Ofsted

College understands its obligation to inform Ofsted as soon as it is reasonably practicable but no later than 14 days, of any actual abuse or allegations of abuse on the premises.

### Role to ISA

Khalsa College London acknowledges its duty for the requirement to report to the Independent Safeguarding Authority within one month of leaving the school any person whose services are no longer used because they are considered unsuitable to work with pupils.

### Role of Proprietors

The Principal has a duty to check and monitor observance of this policy and to reassure staff and students alike that the policy is adhered to.

### Review

This policy is reviewed annually

### Review Date: August 2015 and yearly

### Please note:

Further guidance regarding Child Protection Procedures is detailed in DfES guidance Safeguarding Children and Safer Recruitment in Education (2007) and HM Government Working Together to Safeguard Children 2013.

### Appendix 8

**Guidance for staff on how to avoid harming pupils and putting themselves at risk of allegations of abuse**  
(Ref. 'DCSF Guidance for safer working practice for adults who work with children and young people')

### Good Practice Guideline

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice.

### Good practice includes:

- Retaining all pupils with respect
- Setting a good example by conducting ourselves appropriately
- Involving pupils in decisions that affect them
- Encouraging positive and safe behaviour among pupils
- Being a good listener
- Being alert to changes in pupil's behaviour
- Recognising that challenging behaviour may be an indicator of abuse

- Reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing
- Asking the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- Maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- Being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse

### Abuse of Trust

#### • Need to maintain appropriate conduct at all times

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff should take care that their relationships with pupils reflect the age, gender and maturity of the pupils. It will be particularly important to ensure that all aspects of demeanour, language and attitudes — however conveyed — do not give rise to misunderstandings, especially when dealing with adolescent boys and girls. Ambiguous or ambivalent comment and conduct, in particular, should be avoided. (See Code of Conduct Policy)

#### • Use of physical restraint

Section 550A of the Education Act 1996 states that a member of the school staff may use such force as is reasonable in the circumstances for the purpose of preventing the pupil from committing any offence, causing personal injury to, or damage to the property of, any person, including the pupil himself, or engaging in behaviour prejudicial to the maintenance of good order and discipline. It does not authorise anything which constitutes corporal punishment. All staff should be familiar with DCSF Guidance.

#### • Dress Code

Staff in the school should wear clothing which is appropriate to their role and not likely to be viewed as offensive, revealing, or sexually provocative. The dress code should also not cause embarrassment or give rise to misunderstanding and is absent of any political or otherwise contentious slogans which is not considered to be discriminatory and is culturally sensitive.

#### • Social and Sexual Relationships

Staff must take care to keep appropriate boundaries at all times in their dealings with children and young people. Body languages, words, jokes and gestures may easily be misinterpreted and staff must avoid putting themselves at risk of allegations being made against them. They must NEVER interview/speak to a child/young person on their own, give a child lift home in their personal car; make any comments that could be construed as sexual innuendos. Staff are also strongly advised to report to the head teacher as soon as they suspect that a pupil may have an infatuation towards them.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person, over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

The school's Code of Ethical Practice sets out our expectations of staff (see: appendix 9)



## Appendix 9

### Staff Code of Conduct

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our pupils.

All school staff should:

- Place the safety and welfare of pupils above all other considerations
- Treat all members of the school community, including pupils, parents, colleagues and Board of Trustees with consideration and respect
- Adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- Treat each pupil as an individual and make adjustments to meet individual need
- Demonstrate a clear understanding of and commitment to non-discriminatory practice
- Recognise the power imbalances between pupils and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- Understand that school staff are in a position of trust and that sexual relationships with a pupil, even over the age of 16, may be an offence
- Be alert to, and report appropriately, any behaviour that may indicate that a pupil is at risk of harm
- Encourage all pupils to reach their full potential
- Never condone inappropriate behaviour by pupils or staff
- Take responsibility for their own continuing professional development
- Refrain from any action that would bring the school into dispute
- Value themselves and seek appropriate support for any issue that may have adverse effect on their professional practice

## SAFER RECRUITMENT POLICY

The safe recruitment of staff is the first step to safeguarding and promoting the welfare of our students at Khalsa College London. College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This is to be achieved through effective recruitment and retention of competent, motivated staff members who are suited to, and competent in their roles. The College recognizes the value of, and seeks to achieve a diverse workforce comprising different backgrounds, skills and abilities. As such it is committed to a recruitment and selection process which is systematic, efficient, effective and equal, in doing so, it upholds its obligations under law and national collective agreements to not discriminate against applicants on grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

### Introduction

The purpose of this policy is to ensure the practice of safe recruitment of staff appointed to the College. It also sets out the minimum requirements to:

- attract the best possible applicants to vacancies;
- deter prospective applicants unsuitable for work with children;
- identify and reject applicants unsuitable for work with children.

### Practices

The following procedures and practices are in place to ensure the safe recruitment of staff.

#### Stage 1 : Advertising and Inviting Applications

All advertisements for all posts will clearly stipulate the stance adopted by the college by the inclusion of the following statement:

“The college is committed to safeguarding children and young people. All postholders are subject to a satisfactory enhanced DBS disclosure.”

#### Stage 2 : Pre-Application Pack

Prospective applicants are supplied with the following:

Application Form

Job Description & Person Specification

College introduction

Department information

Safer Recruitment Policy

Child Protection Policy

All applicants must complete the application form in full. (see attachment)

#### Stage 3 : Applicant Selection/Short-Listing

Candidates for the post and suited to the job description and person specification following analysis of their applications will be short-listed following consultation between the Principal and other staff involved in the interviews process.

Telephone interviews may be used at the short listing stage to establish suitability for interview but will not be a substitute for a face-to-face meeting as part of the final selection/interview process.

Where possible, references are taken up before the short-listing stage. However, should a candidate progress to selection and interview stage prior to their receipt, references will remain a matter of scrutiny and be probed during interview.

All appointments are subject to satisfactory references.

#### Stage 4 : Interview

Prior to embarking on the interview process and on point of arrival, candidates selected for interview will have to provide:

- proof of identity
- actual certificates of qualifications
- eligibility to live and work in the UK

The interview process will seek to assess each candidate in terms of fulfilling the requirements of the post and the questions will range to encompass the subject knowledge, skills and competence, ability to fulfil the requirements of the tutor role, and to contribute to the extra and extended curriculum.

Significantly in terms of safer recruitment practices at least one representative involved in the interview process,

most likely to be the DSP will meet personally with each applicant with the specific responsibility of exploring attitudes towards working with children. However, it is likely that other interviewers will probe such issues and also have training in safe recruitment procedures.

**Candidates will always be required.**

- to explain satisfactorily any gaps in employment
- to explain satisfactorily any anomalies or discrepancies in the information available to the interviewers.
- to declare any information that is likely to appear on a DBS disclosure.
- to demonstrate their capacity to safeguard and protect the welfare of children and young people.

**References**

Two references must be obtained as a minimum, one from the last employer and one personal. References are sought directly from the referee. References or testimonials provided by the candidate are never accepted. Open references "To whom it may concern" and so on will not be accepted if they fail to include date evidence or are without obvious organization authorization.

In all cases of applicants being invited to interviews, referees will be contacted by telephone or e-mail in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges and retained on the personal file of the individual appointed by the Principal.

**Stage 5: Successful Candidate: Pre Employment Checks**

Further to those checks at the point of interview the candidate will be required to provide all of the following prior to taking up the post being undertaken:

- receipt of at least two satisfactory references
- verification of the candidate's identity
- a list 99 check
- a satisfactory Enhanced DBS disclosure
- verification of the candidate's medical fitness (via a confidential health questionnaire or medical test dependent upon post)
- verification of qualifications
- the production of evidence of the right to work in UK

**Stage 6: Induction**

All staff who are new to Khalsa College London are required to undertake induction training that will include the schools safeguarding policies and specific

induction in Child Protection, Anti-Bullying and guidance on Safe Working Practices.

Regular meetings will be held during the first twelve months of employment between the new staff and their appropriate manager.

**Stage 7: Leaving Employment of the College**

There is a statutory requirement for the provision of the Protection of Children Act and List 99 scheme to be applied where employees work in the provision of care services to children. Employees at a school who are dismissed, who resign in circumstances which may have led to dismissal or where a disciplinary transfer has occurred on grounds of misconduct which harmed or placed a child at risk of harm will be referred to the Children's Safeguarding Unit and Independent Safeguarding Authority (ISA).

**Notes :-**

The College will :

- maintain a central record of recruitment and vetting checks, in line with the DfES requirements.
- require staff who are convicted or cautioned for any offence during their employment with the College to notify the Principal in writing of the offence and penalty.
- ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The college will monitor the compliance with these measures.
- respond to changed in legislation required to ensure the safeguarding of children and review policy and practice.
- carry out an annual review of this policy irrespective of legislation.

**Central Record of Pre-Employment Checks**

In addition to the various staff records kept in school and in individual personnel files, a single central record of recruitment and vetting checks is kept. This is kept up to date and retained on the personal file of the individual in the admin Office.

**This record contain details of checks :**

All staff who are employed to work at the school.

All staff who are employed as supply staff to the college whether employed directly by the college or through an agency.

All others who have been chosen by the college to work in regular contact with children. This will cover volunteers, governors who also work as volunteers within the college, and people brought into the college to provide additional teaching or instruction for pupils but who are not staff members, e.g. a specialist language tutor.

The DBS has published a Code of Practice with accompanying explanatory guide for information. Khalsa College London is committed to ensuring that it meets the requirements of the DBS in relation to the processing, handling and security of Disclosure information.

**Data Protection Issues**

Employees are entitled to see and receive, if requested, copies of their employment references.

**Supply Staff**

For the purposes of creating the record of checks for supply staff provided through a supply Agency, the school will request written confirmation from the supply Agency that it has satisfactorily completed all relevant checks. Access to the check is only required where there is information contained in the DBS. Information disclosed as a part of a DBS will be treated as confidential. Identity checks will be carried out by Khalsa College London to confirm that the individual arriving at the college is the individual that the agency has referred.

**Peripatetic Staff**

For the purposes of creating the record of checks for peripatetic staff (for music, dance etc.) the college will require all necessary checks and DBS requirements are fulfilled.

This policy has been written with reference to the DfES Publication Safeguarding Children and Safer Recruitment in Education Safeguarding Guidance 2007.

**Role of Proprietors**

The Principal and Vice Principal have overall responsibility for the final recruitment of staff.

**Review date**

Policy to be reviewed annually from (March, 2018).

Safe Recruitment Certificate held by Dr. S.S. Kapoor

**CHECKLIST FOR EXAMINATIONS****The Examination Officer makes sure that:**

- Entries are sent to the respective examination board.
- All entries tally with the entry form.
- Statements of Entry are printed and given to all the candidates. If there are amendments to be made, they are done immediately and a copy is kept in the Examination folder.
- All supplies for examinations to respective boards are ordered, and received before the examination date, e.g. bags, tags, supplements, formula sheets.
- Timetables are made, displayed on the notice board, and confirmed for each examination.
- All examination papers are received before the examination date.
- The examination room is organised according to the number of candidates.
- There is 1.25m of space between any two candidates and desks are arranged accordingly.
- Examination instructions by JCQ are displayed inside the examination hall and outside the examination hall.
- Examinations assistants and invigilators are aware of all the rules and regulations. Training is given during summer break. Invigilators are retrained before the examinations.
- Attendance is taken at the beginning of the examinations.
- A seating plan of each candidate is drawn for each examination.
- Examination dispatch is organised beforehand, the log-book is made ready for collection.
- Examinations are conducted in silence and according to the JCQ rules and regulations.
- Examination results are available on publication day and can be collected during office hours. Unless arrangements have been made directly with a particular Board.
- Certificates, when received are made available for collection by students or their nominees.
- A report is made for every examination.

All telephone calls regarding examinations come directly to the examination officer. In case of the officer's absence, calls are taken by the administration staff and then passed on to the examination officer.

**PLAGIARISM AND COLLUSION POLICY**

Khalsa College London 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**

Khalsa College London 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 Khalsa College London**

We conduct quality systems in a variety of ways, recognised by awarding/accreditation bodies, internal management systems (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**

Khalsa College London 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. CIMA, CTH. To gain this approval Khalsa College London has been inspected to check we meet their standards. The inspection takes place on an annual basis.

**5. Internal Management Systems**

Khalsa College London 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.



## 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 Khalsa College London, 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 Khalsa College London, 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 Khalsa College London regulations and procedures, including third party and centre approval, security undertaking and monitoring requirements as set out by Khalsa College London.
- Failure to make sure of the security of e-assessment examinations in line with Khalsa College London 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 Khalsa College London 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 Khalsa College London policy regulations.
- In cases of suspected student malpractice, the following information and evidence should be supplied to Khalsa College London 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 Khalsa College London 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

- Khalsa College London 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.
- Khalsa College London 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 resits 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 Khalsa College London 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 school'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 Khalsa College London 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 Khalsa College London prospectus.

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

**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 Khalsa College London 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 Khalsa College London. 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 Khalsa College London 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 Khalsa College London 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 Khalsa College London.

#### 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 Khalsa College London, our students or your fellow employees. Use ethical judgment and follow Khalsa College London policies and requirements within your responsibility as a Khalsa College London 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 Khalsa College London staff/student member. However, please be clear that you are sharing your views as an individual, not as a representative of Khalsa College London. 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

Khalsa College London 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

- \* KCL will provide guidance and advice for the specific requirements of a student
- \* KCL will provide information which is consistent with published criteria
- \* KCL will provide the student with information on learning/teaching methods, assessment, structure and content of the course
- \* KCL will respond to any further enquiries from a student about college life and course expectations
- \* KCL 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.

presented by the potential student will take account of previous education history, exemptions, skills, future goals.

- \* KCL 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.
- \* KCL will ensure that the selection is made with consultation of both Admissions dept and Director Principal/Principal.
- \* KCL will consider selection also based on awarding bodies criteria.
- \* KCL 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. KCL will safeguard confidentiality in other ways when offering feedback.

#### Monitoring and Review

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

### CONFLICT OF INTEREST POLICY

Khalsa College London 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:

<b>Details of the conflict/potential conflict of interest</b> <b>Please give all relevant information relating to the conflict/possible conflict of interest.</b>	
<b>Signature of employee</b>	
<b>Date</b>	

## REASONABLE ADJUSTMENTS AND SPECIAL CONSIDERATIONS POLICY

## Overview of the policy

### Purpose of the policy

The purpose is to set out the steps that Khalsa College London 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.

Khalsa College London 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.

Khalsa College London 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 Khalsa College London 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.

### **MISSING PUPILS POLICY & PROCEDURE**

Khalsa College London understands that the safety and wellbeing of our pupils is paramount. This policy and procedure is in place to ensure that we take appropriate action in the event of a missing pupil.

Procedures are in place to register pupils in the morning when they arrive at school and secondly in the afternoon before they leave.

- morning registers are completed by teachers after Assembly and must be returned to the office by 9.30am
- final check at 2.45 pm.

#### **Action to be taken in the event of a pupil not recorded as having arrived at school.**

- It is the responsibility of staff to:
- inform the Vice Principal and check for any known reason for absence;
- ask Student Welfare Office to call/text/email named contacts (parents/carers) to establish any reason for absence;
- meet with the Vice Principal and Student Welfare Officer

#### **Action to be taken in the event of a pupil missing from a timetabled lesson or session**

- It is the responsibility of the timetabled teacher or allocated cover teacher / teaching assistant responsible for the class to:
- instruct the timetabled member of staff for the lesson to look for the pupil and if he/she can't be found to notify the absence to the Vice Principal and Principal
- record non-attendance in register



It is the responsibility of the Student Welfare Officer to:

- conduct a thorough search of the building to attempt to establish where the pupil is and / or where he /she was last seen; (this assumes that the pupil was in attendance during first registration)
- instruct available teaching assistant[s] to assist in the search if needed
- establish if the pupil is on the premises and escort him/her back to class if possible or monitor his /her whereabouts if he/she is refusing to return to class;
- if the pupil is not found after a 20 minute thorough search report the pupil as missing to the Vice Principal
- If the pupil can still not be found following a search of the school and immediate local area the Vice Principal will:
- make arrangements to contact parents/carers (if not already done)
- make arrangements to report the incident to the police;
- make a note of the incident number on the contact card;
- meet with the police officers who attend the school and provide relevant information to enable the police to take action;
- inform the Student Welfare Officer of the steps taken.

The relevant local agencies, i.e Police, Harrow Council Child Safeguarding and any local community agencies dealing with pupils who may well leave the country for reasons such as FMG, extremism beliefs or trafficking will be contacted with our concerns with immediate effect. It will then be the responsibility of those agencies to track the missing pupil, however, Khalsa College London will at all times keep communication channels open in the hope that the pupil will be returned safely to the UK.

## SAFEGUARDING PUPILS FROM EXTREMISM RADICALISATION AND TERRORISM

Contents taken from Channel : Protecting vulnerable people from being drawn into terrorism

Additional information from: Government and local guidance (Harrow Council)

Khalsa College London will work to safeguard our pupils using the PREVENT strategy and will work actively with local agencies to ensure we have the means to report and seek guidance in the successful implementation of CHANEL.

This policy is for guidance purposes only, we will revert to the correct channels for reporting any issues and follow their professional guidance on measures to be taken against any pupil and staff member.

Khalsa College London has used information/guidelines published by the Government and other agencies. It is noted that Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:

- identify individuals at risk of being drawn into terrorism;
- assess the nature and extent of that risk; and
- develop the most appropriate support plan for the individuals concerned.

Channel is about safeguarding children and adults from being drawn into committing terrorist- related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

### The Prevent Strategy

Khalsa College London takes very seriously the implications of radicalisation, extremism and terrorism and as

such implements the Prevent strategy: (<http://www.homeoffice.gov.uk/publications/counter-terrorism/prevent/prevent-strategy/>) to stop people becoming terrorists or supporting terrorism. Prevent is one of the four main work streams of the overall UK strategy for Countering Terrorism, known as CONTEST. (<http://www.homeoffice.gov.uk/publications/counter-terrorism/counter-terrorism-strategy/>)

Alongside this Khalsa College London understands the Government's approach to the wider issue of extremism and promoting integration. The Department for Communities and Local Government statement 'Creating the Conditions for Integration' (<http://www.communities.gov.uk/documents/communities/pdf/2092103.pdf>) and the importance of this to pupils and the wider audience

Our ethos is providing academic and pastoral support to students of all faiths and cultures and we will not tolerate extremism and those who intend to challenge and undermine the British society and its values.

### We will use further guidance from the links below:

- CONTEST which sets out the UK's Strategy for Countering International Terrorism (<http://www.homeoffice.gov.uk/publications/counter-terrorism/counter-terrorism-strategy/>)
- Prevent Strategy (<http://www.homeoffice.gov.uk/publications/counter-terrorism/prevent/prevent-strategy/>)
- Multi-Agency Public Protection Arrangements (MAPPA) which sets out how partners should manage those being released from custody who pose a serious risk of harm to others (<http://www.justice.gov.uk/offenders/multi-agency-public-protection-arrangements>)
- Working Together to Safeguard Children which sets out how individuals and organisations should work together to safeguard and promote the welfare of children. (<https://www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00305-2010>)
- Building Partnerships, Staying Safe which explains the health sector's contribution to the Government's Prevent strategy: [http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_131929](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_131929)

We are aware that we have an obligation under The Children Act 1989 and 2004, section 11 of the Children Act 2004, section 175 of the Education Act 2002, section 55 of the Borders, Citizenship and Immigration Act 2009 specifically place duties on organisations and individuals to ensure that their functions are discharged with regard to the need to safeguard and promote the welfare of children. The senior management team of Khalsa College London are responsible in liaising with all agencies where a case needs to be reported.

### Specific areas to be considered before reporting, is the pupil/member of staff showing any of the following:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology; or
- communications with others that suggest identification with a group/cause/ideology.

### Example indicators that an individual has an intention to use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others; or
- plotting or conspiring with others.

**Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include:**

- having a history of violence;
- being criminally versatile and using criminal networks to support extremist goals;
- having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or
- having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways, however, awareness is key.

We are aware that we have an obligation under The Children Act 1989 and 2004, section 11 of the Children Act 2004, section 175 of the Education Act 2002, section 55 of the Borders, Citizenship and Immigration Act 2009 specifically place duties on organisations and individuals to ensure that their functions are discharged with regard to the need to safeguard and promote the welfare of children. The senior management team of Khalsa College London are responsible in liaising with all agencies where a case needs to be reported.

## CENTRE CONTINGENCY AND ADVERSE EFFECTS POLICY

### Introduction

This policy is aimed at staff or others (learners) in Khalsa College London who identify or suspect that an adverse effect has occurred or may occur and that contingency plans are in place.

What is an adverse effect?

Ofqual's General Conditions of Recognition define an Adverse Effect as:

An act, omission, event, incident, or circumstance that-

- Gives rise to prejudice to learners or potential learners, or
- Adversely affects-
  - The ability of the awarding organisation to undertake the development, delivery or award of qualifications in accordance with its Conditions of Recognition
  - The standards of qualifications which the awarding organisation makes available or proposes to make available, or
  - Public confidence in qualifications.

### Prevention

KCL's policies and procedures are designed to try to ensure that adverse effects do not occur. The best means of prevention is therefore to follow procedures at all times.

There may well be the occasional 'near miss' which, if analysed and corrective action taken, may prevent the later adverse effect from occurring.

Information on such events must be recorded and analysed, and if necessary changes should be made to KCL's policies and procedures to reduce the risk of reoccurrence.

### Dealing with Adverse Effects or 'near misses'

We rely on staff to prevent adverse effects as far as possible and notify senior management promptly of all suspected adverse effects and 'near misses' to enable us to manage them effectively. Each employee has a responsibility to promote a culture where it is acceptable for staff to report all adverse effects including near misses.

It is the responsibility of the senior management team to ensure there is a process for dealing with adverse effects

and staff must follow this when one is identified.

### Notification to Awarding Organisations

Where necessary KCL's senior management will notify other Awarding Organisations and/or Regulators of any potential adverse effect.

### Review Arrangements

KCL will review this guidance annually as part of our self-evaluation arrangements; Amendment and review may also be in response to feedback requests or good practice guidance issued by Awarding Organisations to align with their appeals and complaints process.

### Learners

Learners will be advised with immediate effect on any outcomes and suitable arrangements will be made to continue study at another appropriate centre or complete the course with an agreed specific time frame. The learner must feel assured that everything possible is done to achieve a successful outcome and the completion of an exam or course.

## INTERNAL VERIFICATION (IV) POLICY

### Aims:

- To ensure that Internal Verification (IV) is valid, reliable and covers all assessors and programme activity.
- To ensure that the IV procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of IV decisions.

### In order to do this, KCL will:

- Ensure that all centre assessment instruments are verified as fit for purpose.
- Verify an appropriately structured sample of assessor work from all programmes/units, to ensure centre programmes conform to national standards and external verification standards
- Plan an annual internal verification schedule, linked to assessment plans that is timely.
- Define, maintain, and support effective internal verification roles.
- Ensure that identified staff will maintain secure records of all internal verification activity.
- Brief and train staff of the requirements for current IV procedures.
- Promote internal verification as a developmental process between staff.
- Provide standardised IV documentation.
- Use the outcome of internal verification to enhance future assessment practice.

### EMERGENCIES AFFECTING EXAMS POLICY

#### Issue

Emergency alert where an evacuation of the building is necessary eg fire alarm, bomb scare, flooding.

#### Actions

Remove candidates to defined evacuation area reminding them that they are still held under examination conditions.

#### Criteria

In assessing whether to continue the examination, the following factors need to be taken into consideration:

- the length of time that has passed since the official start time
- whether the minimum time for remaining in the examination has passed to maintain the integrity of the examination
- the amount of time left com complete the examination(s)
- whether there is sufficient time to complete the examinations before another session starts
- whether continuing the examination take candidates over the session limit of 3 hours, taking particular care to consider candidates with access arrangements which include extra time.

The Head of Centre, or their nominated deputy, should decide whether it is appropriate to continue the session using the criteria set out above. In making this decision, the Head of Centre, or their nominated deputy, must be satisfied that communication between candidates has not taken place outside of the examination room. **Only if completely satisfied that no communication whatsoever has taken place must candidates be allowed to continue the examination.**

If the session is to be abandoned, this will be either:

- because of consideration of the criteria above,
- because of re-entry to the premises cannot be secured, or
- because the risk of communication between students, which would invalidate the examination, cannot be eliminated.
- The Examinations Officer should take the first opportunity to contact Awarding Organisation/JCQ and then seek to apply for Special Consideration for all the candidates involved partially completed papers should be sent to Exam Board as usual unless Exam Board has specially requested that papers should not be submitted.

### DATA PROTECTION POLICY

1. Khalsa College London is required to process relevant personal data regarding staff, pupils, parents, guardians and friends of the College as part of its operation and shall take all reasonable steps to do so in accordance with this Policy. Processing may include obtaining, recording, holding, disclosing, destroying or otherwise using data. In this Policy any reference to pupils, parents, friends or staff includes current past or prospective pupils, parents, friends or staff.

#### 2. Terminology

- a. This policy covers the College's acquisition and use of the personal data it holds and in particular records about pupils, parents, staff and suppliers. Personal Data is:  
Personal information that has been, or will be, word processed or stored electronically (e.g. computer databases and CCTV recordings) personal information that is, or will be, kept in a file which relates to an individual or in a filing system that is organised by reference to criteria which relate to the individuals concerned (e.g. name, college year, college activities) health records prepared by a doctor, nurse or other health professional.
- b. Is any information about someone who can be identified (e.g. their address, college activities, attendance record, exam results). It makes no difference whether they can be identified directly from the record itself or indirectly using other information.
- c. The data subject is the person the information relates to. There may be more than one Data Subject, such as when a record concerns an incident involving two pupils.

#### 3. Acquiring and using Personal Data

- a. The College shall only process Personal Data for specific and legitimate purposes. These are:
  - Providing pupils and staff with a safe and secure environment, and education and pastoral care
  - Prodiving activities for pupils and parents – this includes school trips
  - Providing academic, examination and career references for pupils and staff
  - Fulfilling the College's contractual and other legal obligations
  - College staff must not process Personal Data for any other purpose without the Principal's permission.
- b. College shall not use Personal Data for any purpose that is incompatible with the purpose for which it was originally acquired without obtaining the Data Subject's permission. Staff should seek advice from the Principal in all but the clearest of cases.
- c. The College shall not hold unnecessary Personal Data, but shall hold sufficient information for the purpose for which it is required. The College shall record that information accurately and shall take reasonable steps to keep it up-to-date. This includes an individual's contact and medical details.
- d. When the College acquires personal information that will be kept as Personal Data, the College shall be fair to the Data Subject and fair to whoever provides the information (if that is someone else).
- e. The College shall only keep Personal Data for as long as is reasonable necessary (5 years maximum).

#### 4. Information and explanation

- 4.1 When the College asks for personal information which may be kept as Personal Data the shall:
  - Explain which information is optional, which is mandatory, and the consequences if it is withheld
  - Explain why the College is asking for that information, and how it will be used
  - Identify the College as the data controller
  - Explain who outside the College will receive that information.
- 4.2 If the College obtains personal information from someone other than the Data Subject, the College shall:
  - Inform the Data Subject that College has recorded that information identify its source
  - Explain why the College has acquired it, and how it will be used



- Identify the College as the data controller
- Explain who outside the College will receive that information.

**5. Protecting confidentiality**

- 5.1 Only staff with the appropriate authorisation from the College may access any Personal Data. Personal Data shall not be disclosed to anyone who does not have the appropriate authority to receive such information, irrespective of their seniority within the College or their relationship to the Data Subject, unless they need to know it for a legitimate purpose, e.g.
- Personal contact details for a member of staff (e.g. their home address and telephone number, and their private mobile telephone number and e-mail address) shall not be disclosed to parents, pupils or other members of staff unless the member of staff has given their permission.
- 5.2 The College shall do all that is reasonable to ensure that Personal Data is not lost or damaged, or accessed or used without proper authority, and the College shall take appropriate steps to prevent these events happening,. In particular:
- Paper records which include confidential information shall be kept in a cabinet or office which is kept locked when unattended
  - The College uses a range of measures to protect Personal Data stored on computers, including file encryption, anti-virus and security software, user passwords, audit trails and back-up systems
  - Staff must not remove Personal Data from the College's premises unless it is stored in an encrypted form on a password protected computer or memory device
  - Staff must not use or leave computers, memory devices or papers where there is a significant risk that they may be viewed or taken by unauthorised persons

**6. Requests for information by Data Subjects**

- a. Individuals are entitled to know whether the College is holding any Personal Data which relates to them, what that information is, the source of the information, how the College uses it, and who it has been disclosed to.
- b. Individuals have a legal right to ask the College not to use their Personal Data for direct marketing purposes or in ways which are likely to cause substantial damage or distress.
- c. Individuals have a legal right to ask for incorrect Personal Data to be corrected or annotated.
- d. Individuals have a legal right to ask the School not to make automatic decisions (using Personal Data) if such automatic decisions would affect them to a significant degree.

**7. Breach of this Policy**

- 7.1 A member of staff who deliberately or recklessly discloses Personal Data held by the College without proper authority is guilty of a criminal offence and gross misconduct. This could result in summary dismissal.