

SUPPORTING DOCUMENTATION FOR AN EDUCATIONAL INSTITUTION LICENCE

Application Form.		
An architect's declaration that the premises are in line with the P.A. (Planning Authority) Class 2C final approved plan.		
A Health and Safety declaration letter by a competent person declaring that the premises are safe and fit for purpose. (valid for two years)		
A declaration by an electrician that both the electrical installation and all electrical appliances are safe and fit for use.		
General Liability Insurance cover covering all occupants of the educational institution.		
Lease Agreement/Contract denoting ownership.		
Service Agreement signed between MEYR and the Educational Institution. <i>Any signed Agreement must include but not limited to:</i>		
<ul style="list-style-type: none"> - Date of commencement and expiry. - Staffing Strategy including number of professional staff required and their qualification/s to deliver the approved programme/s. 		
Educational Programme of Study (in adherence with the National Curriculum Framework).		
Staff List Sheet.		
Declaration by the Head of School regarding the suitability of staff employment in relation to the Educational Programme of Study and a copy of their qualifications (including MQRIC verification).		
Teaching staff/LSEs as stipulated in the Service agreement (where applicable): <ul style="list-style-type: none"> - Notification of Employment from the Education Resources Department (email: erd-des.meyr@gov.mt) - Permanent/Temporary Teacher's Warrant from the Council for the Teaching Profession (https://education.gov.mt/en/teachingprofession/Pages/Application-Forms.aspx) 		
POMA Clearance for all members of staff.		
Police Certificate of Conduct for all members of staff – issued within the last 6 months.		
Self-Declaration Form for all members of staff.		
Any other documentation as may be required by the DQSE for confirmation of observance of relevant legislations.		
The Manual of Policies and Procedures should include, but is not limited to, the following:		
Mission and Vision	These articulate the institution's core purpose, values, and long-term aspirations , providing a shared direction for all stakeholders. They follow national policies and standards and help guide decisions, policy-making, and everyday practice in the institution.	
Overview of Educational Programme of Study	A programme of study which describes the curriculum offered by the school/educational institution , outlining its aims, structure, and underlying pedagogical approach and how it aligns with national standards and frameworks .	
Assessment Policy	A policy which outlines the principles, processes, and tools used to assess and monitor learners' progress, development, and achievement .	
Internal Quality Assurance	A policy which outlines the processes the	

<p>Policy</p>	<p>school/educational institution uses to monitor, evaluate, and improve the quality of its educational provision.</p> <p>It describes how it regularly reviews its practices through self-evaluation, including the use of data, stakeholder feedback (staff, learners, and parents), and reflective practices.</p> <p>It includes procedures to record findings, ensure accountability, and promote a culture of continuous improvement across all aspects of the school/educational institution.</p>
<p>Physical Resources Policy</p>	<p>A policy which outlines how the learning environment, facilities, equipment, and materials are selected, maintained, and utilised to create a safe, accessible, and stimulating environment. This includes classrooms, outdoor spaces, learning materials, and any specialised resources required to meet diverse learning needs.</p> <p>It outlines procedures for the regular review, maintenance, and improvement of resources to ensure they remain fit for purpose and responsive to the evolving needs of the school/educational institution.</p>
<p>Human Resource Policy</p>	<p>A policy which outlines procedures for the recruitment, selection, and appointment of suitably qualified staff, ensuring fairness, equity, and compliance with relevant regulations.</p> <p>It describes how the school/educational institution supports ongoing staff development, including access to professional learning opportunities, as well as structured processes for mentoring and coaching to support both new and experienced staff.</p> <p>It details procedures for accurate and confidential staff record keeping, ensuring that all documentation (e.g. qualifications, contracts, training records, and performance reviews) is securely maintained and regularly updated.</p> <p>It specifies how staff supervision is carried out, including performance management, appraisal, and feedback mechanisms.</p>
<p>Code of Ethics</p>	<p>A Code of Ethics outlines the professional standards and principles that guide the conduct of all staff members within the school/educational institution.</p> <p>It addresses expectations related to professional behaviour and conduct, including appropriate behaviour management and disciplinary practices, adherence to inclusion measures, and compliance with a defined dress code.</p> <p>It emphasises integrity, competence, and a commitment to continuous quality improvement, as well as the importance of maintaining professional</p>

	<p>boundaries and avoiding conflicts of interest, whether real or perceived.</p> <p>It prohibits any form of unethical or discriminatory behaviour, ensuring fairness, equity, and respect for all individuals.</p> <p>It highlights the expectation that staff act in the best interests of the institution and its learners, placing professional responsibilities above personal interests.</p>
Student Information and Support Systems Policy	<p>A policy which outlines the procedures and systems in place to manage learner-related information and to support learners throughout their educational journey.</p> <p>It follows all relevant MEYR policies and meets national requirements.</p> <p>It describes how student records are collected, maintained, stored, and accessed, ensuring accuracy, confidentiality, and data protection.</p> <p>It sets out clear procedures for student admission and dismissal, ensuring transparency and fairness, as well as processes that support student transition and progression, including how continuity of learning and information transfer is managed across different stages or settings.</p> <p>It sets out procedures for learner attendance and absenteeism, including how attendance is recorded, monitored, and followed up, as well as how unexplained or persistent absenteeism is addressed.</p> <p>It specifies the steps for contacting parents/guardians, recording reasons for absence, and escalating concerns where necessary to ensure learner engagement and safeguarding.</p>
Partnership with Parents/Guardians Policy	<p>A policy which outlines how the institution establishes and maintains effective collaboration with parents/guardians. It describes the various ways in which parents are engaged and how the school/educational institution supports parents in understanding their child's learning and development.</p>
Inclusion Policy	<p>A policy which outlines the school/educational institution's approach to ensuring that all learners have equitable access to education and are supported to participate fully in all aspects of the setting.</p> <p>It defines inclusion within the context of the school/educational institution and aligns with relevant national policies and frameworks.</p>
Behaviour Policy	<p>A policy which outlines the expectations, procedures, and processes related to behaviour within the school/educational institution. It defines acceptable and unacceptable behaviours and sets out</p>

	<p>guidelines to ensure consistency in practice across the setting.</p> <p>It defines what constitutes bullying behaviour, including direct, indirect, and online forms, and sets out procedures for reporting, recording, and responding to such incidents. It includes measures for supporting both those who experience bullying and those who engage in such behaviour, as well as strategies for prevention and promotion of a safe and respectful environment.</p>	
<p>Health and Safety Policy</p>	<p>A policy which outlines the measures in place to ensure a safe and healthy environment for all learners, staff, and visitors, in line with Occupational Health and Safety Authority (OHSA) legislation and relevant national regulations.</p> <p>It includes an emergency evacuation plan and outlines the procedures to be followed during an emergency evacuation of the building, consistent with the emergency evacuation plan.</p> <p>It describes procedures for accident management, including reporting, recording, and follow-up actions, as well as clear first aid procedures, trained personnel and the availability of first aid resources.</p> <p>It describes procedures for managing and caring for a sick child while at the school/educational institution.</p> <p>It outlines the procedures to be followed when a child is not collected at the agreed time, ensuring the child's safety and well-being at all times.</p> <p>It addresses the promotion of a healthy lifestyle, alongside good hygiene practices.</p> <p>It includes clear guidelines for daily cleaning routines, ensuring that all areas, equipment, and materials are maintained in a clean and safe condition.</p>	
<p>Child Protection Policy</p>	<p>A policy which outlines the procedures and responsibilities in place to safeguard children and protect them from harm, in line with relevant national legislation and guidance.</p> <p>It defines the institution's commitment to child protection and the principles guiding practice.</p> <p>It describes procedures for recognising and responding to concerns about a child's welfare, including clear reporting and referral processes.</p> <p>It identifies designated personnel in maintaining vigilance and acting on concerns related to safeguarding children.</p> <p>It includes arrangements for record keeping, confidentiality, and information sharing with relevant authorities, ensuring that actions are taken in a timely and appropriate manner to safeguard the well-being of children.</p>	

<p>Whistle Blowing Policy</p>	<p>A policy which outlines the procedures that enable staff and other stakeholders to report concerns about malpractice, misconduct, or wrongdoing within the school/educational institution safely and confidentially.</p> <p>It defines the types of concerns that can be reported, such as breaches of policies, unethical behaviour, or risks to the safety and well-being of learners.</p>
<p>Data Protection Policy</p>	<p>A policy which outlines how the school/educational institution collects, processes, stores, and shares personal data in accordance with relevant data protection legislation.</p> <p>It defines the types of data held (e.g. learner, staff, and parent/guardian information) and the purposes for which this data is used.</p>
<p>Complaints and Appeals Policy</p>	<p>A policy which outlines the procedures through which individuals may raise concerns and formally challenge decisions made by the school/educational institution.</p> <p>It includes a clear complaints procedure, specifying how concerns can be submitted, the steps involved in addressing them, and the expected timelines for resolution.</p> <p>It defines the right of appeal against the school's/educational institution's decisions, detailing the grounds on which an appeal may be made, the process to be followed, and the roles and responsibilities of those involved in reviewing the appeal.</p> <p>It ensures that all procedures are conducted in a fair, transparent, and timely manner, and that outcomes are clearly communicated to the parties concerned.</p>
<p>Administration Policy</p>	<p>A policy which outlines the main arrangements for running and governing the institution effectively and transparently.</p> <p>It includes a list of fees, specifying all applicable charges and payment conditions.</p> <p>It assures institutional probity, supported by a comprehensive business plan covering a minimum of five (5) financial years, demonstrating that the school/educational institution has a sound financial basis and is led by fit and proper persons capable of ensuring the achievement of intended learning outcomes.</p> <p>It describes the organisational structure of the school/educational institution, clearly defining roles and lines of responsibility, and includes a year planner outlining key dates and operational timelines.</p> <p>It outlines how stakeholders are involved in decision-making processes, ensuring that</p>

	mechanisms are in place for meaningful consultation and participation.	
Other Policies (as necessary)		