

## LISTA TA' DOKUMENTI MEHTIEĠA GĦAL LIĊENZJA TA' SKOLA

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| Formola tal-Applikazzjoni.  |   |
| Dikjarazzjoni mingħand Perit li l-binja hija konformi mal-aħħar pjanta tal-permess Klassi 2C, kif approvata mill-Awtorità tal-Ippjanar.   |   |
| Dikjarazzjoni bil-miktub minn persuna kompetenti li jiċcertifika illi s-sit użat huwa sigur u addattat għall-użu bħala skola. (valida għal sentejn)   |   |
| Dikjarazzjoni annwali minn elettrixin li jiddikjara li l-installazzjoni u l-apparat elettriku huma siguri u tajbin għall-użu.   |   |
| Polza ta' Kopertura Ġenerali tal-Assigurazzjoni, li tinkudi l-okkupanti kollha tal-Iskola.  |   |
| Ftehim ta' kiri/kuntratt tal-post (fejn applikabbli).   |   |
| Lista tal-impjegati kollha.   |   |
| <b>Skola tal-Knisja</b>   |   |
| Kurrikulu tal-Iskola provdut se jkun qed jimxi mal-Qafas tal-Kurrikulu Nazzjonali.  |   |
| Approvazzjoni mill-Arċisqof/Isqof.  |   |
| Approvazzjoni mill-Ministru tal-Edukazzjoni.  |   |
| <b>Skola Indipendenti</b>   |   |
| Kurrikulu tal-Iskola provdut se jkun qed jimxi mal-Qafas tal-Kurrikulu Nazzjonali, inkluża spjegazzjoni dettaljata ta' kif il-Kurrikulu tal-Iskola/Programm ta' Studju Edukattiv se jikkonforma mal-Qafas tal-Kurrikulu Nazzjonali.   |   |
| <b>Skola Internazzjonali</b>  |   |
| Kurrikulu Internazzjonali/Programm ta' Studju Edukattiv.<br>Kopja tal-Akkreditazzjoni/Rikonossiment tal-Kurrikulu Internazzjonali/Programm ta' Studju Edukattiv maħruġ mill-Awtorità Nazzjonali kkonċernata.  |   |
| <b>L-għalliema inkluż il-kap tal-iskola</b>   |   |
| <ul style="list-style-type: none"> <li>- Approvazzjoni ta' Hlas tas-Salarju mill-Education Resources Department (email: <a href="mailto:erd-des.meyr@gov.mt">erd-des.meyr@gov.mt</a>) għall-impjegati fl-Iskejjel tal-Knisja u LSEs fl-Iskejjel Indipendenti.</li> <li>- Notifika ta' Impjieg għall-impjegati edukattivi fl-Iskejjel Indipendenti u Skejjel Internazzjonali.</li> <li>- Warrant tal-Għalliema Temporanju/Permanent Warrant maħruġ mill-Kunsill tal-Għalliema (<a href="https://education.gov.mt/en/teachingprofession/Pages/Application-Forms.aspx">https://education.gov.mt/en/teachingprofession/Pages/Application-Forms.aspx</a>)</li> </ul> |   |
| Awtorizzazzjoni skond L-Att dwar il-Protezzjoni tal-Minuri (KAP.518) għal kull min jaħdem fl-iskola.  |   |
| Ċertifikati tal-Kondotta tal-Puluzija tal-membri kollha tal-istaff maħruġin fl-aħħar sitt xhur.   |   |
| Self-Declaration Form tal-membri tal-istaff kollha.   |   |
| Dokumenti oħrajn rikjesti mid-DKSE, skont il-ħtieġa, sabiex tiġi assicurata u kkonfermata konformità mal-liġijiet rilevanti kollha.   |   |
| Il-Manwal tal-Policies u Proċeduri irid ikun jinkludi iżda mhux limitat għal:   |   |
| <b>Mission and Vision</b>   | These articulate the institution's <b>core purpose, values, and long-term aspirations</b> , providing a shared direction for all stakeholders.<br>They follow <b>national policies and standards</b> and help guide decisions, policy-making, and everyday practice in the institution. |
| <b>Overview of Educational Programme of Study</b>   | A programme of study which describes <b>the curriculum offered by the school/educational institution</b> , outlining  |

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|  | its aims, structure, and underlying pedagogical approach and how it <b>aligns with national standards and frameworks</b> .   |
| <b>Assessment Policy</b>                 | A policy which outlines the <b>principles, processes, and tools</b> used to <b>assess and monitor learners' progress, development, and achievement</b> .   |
| <b>Internal Quality Assurance Policy</b> | A policy which outlines the processes the school/educational institution uses to <b>monitor, evaluate, and improve the quality</b> of its educational provision.<br>It describes how it regularly reviews its practices through <b>self-evaluation</b> , including the use of data, stakeholder feedback (staff, learners, and parents), and reflective practices.<br>It includes <b>procedures to record findings</b> , ensure accountability, and promote a culture of continuous improvement across all aspects of the school/educational institution.  |
| <b>Physical Resources Policy</b>         | A policy which outlines how <b>the learning environment, facilities, equipment, and materials</b> 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.<br>It outlines <b>procedures for the regular review, maintenance, and improvement of resources</b> to ensure they remain fit for purpose and responsive to the evolving needs of the school/educational institution.  |
| <b>Human Resource Policy</b>             | A policy which outlines procedures for <b>the recruitment, selection, and appointment</b> of suitably qualified staff, ensuring fairness, equity, and compliance with relevant regulations.<br>It describes how the school/educational institution supports ongoing <b>staff development</b> , including access to professional learning opportunities, as well as structured processes for <b>mentoring and coaching</b> to support both new and experienced staff.<br>It details procedures for accurate and confidential staff <b>record keeping</b> , ensuring that all documentation (e.g. qualifications, contracts, training records, and performance reviews) is securely maintained and regularly updated.<br>It specifies how <b>staff supervision</b> is carried out, including performance management, appraisal, and feedback mechanisms.   |
| <b>Code of Ethics</b>                    | A <b>Code of Ethics</b> outlines the <b>professional standards and principles</b> that guide the conduct of all staff members within the school/educational institution.<br>It addresses expectations related to <b>professional behaviour and conduct</b> , including appropriate behaviour management and disciplinary practices, adherence to inclusion measures, and compliance with a defined dress code.<br>It emphasises <b>integrity, competence, and a commitment to continuous quality improvement</b> , as well as the importance of maintaining professional boundaries and avoiding conflicts of interest, whether real or perceived.<br>It prohibits any form of unethical or discriminatory behaviour, ensuring fairness, equity, and respect for all individuals.<br>It highlights the expectation that staff act in the best interests of the institution and its learners, placing professional responsibilities above personal interests. |
| <b>Student Information and Support</b>   | A policy which outlines <b>the procedures and systems</b> in   |

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| <p><b>Systems Policy</b></p>                            | <p>place to <b>manage learner-related information</b> and to support learners throughout their educational journey. It follows all relevant MEYR policies and meets national requirements.</p> <p>It describes <b>how student records are collected, maintained, stored, and accessed</b>, ensuring accuracy, confidentiality, and data protection.</p> <p>It sets out <b>clear procedures for student admission and dismissal</b>, 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 <b>learner attendance and absenteeism</b>, including how attendance is recorded, monitored, and followed up, as well as how unexplained or persistent absenteeism is addressed. It specifies the steps for contacting parents/guardians, recording reasons for absence, and escalating concerns where necessary to ensure learner engagement and safeguarding.</p>   |
| <p><b>Partnership with Parents/Guardians Policy</b></p> | <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>   |
| <p><b>Inclusion Policy</b></p>                          | <p>A policy which outlines <b>the school/educational institution's approach</b> to ensuring that <b>all learners have equitable access to education</b> 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>  |
| <p><b>Behaviour Policy</b></p>                          | <p>A policy which outlines the <b>expectations, procedures, and processes related to behaviour</b> within the school/educational institution. It defines acceptable and unacceptable behaviours and sets out guidelines to ensure consistency in practice across the setting.</p> <p>It defines what constitutes <b>bullying behaviour</b>, 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><b>Health and Safety Policy</b></p>                  | <p>A policy which outlines the <b>measures in place</b> to ensure a <b>safe and healthy environment</b> 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 <b>emergency evacuation plan</b> and outlines the procedures to be followed during an emergency evacuation of the building, consistent with the emergency evacuation plan.</p> <p>It describes <b>procedures for accident management</b>, 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 <b>procedures for managing and caring for a sick child</b> while at the school/educational institution.</p> <p>It outlines the <b>procedures</b> to be followed <b>when a child is not collected</b> at the agreed time, ensuring the child's safety and well-being at all times.</p> <p>It addresses the <b>promotion of a healthy lifestyle</b>, alongside good hygiene practices.</p> <p>It includes clear guidelines for <b>daily cleaning routines</b>,</p> |

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|                                      | <p>ensuring that all areas, equipment, and materials are maintained in a clean and safe condition.</p>  |
| <b>Child Protection Policy</b>       | <p>A policy which outlines the <b>procedures and responsibilities</b> in place <b>to safeguard children</b> and protect them from harm, in line with relevant national legislation and guidance.</p> <p>It defines the institution's <b>commitment to child protection</b> and the principles guiding practice.</p> <p>It describes procedures for recognising and responding to concerns about a child's welfare, including <b>clear reporting and referral processes</b>.</p> <p>It identifies designated personnel in maintaining vigilance and acting on concerns related to safeguarding children.</p> <p>It includes <b>arrangements for record keeping</b>, 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>                      |
| <b>Whistle Blowing Policy</b>        | <p>A policy which outlines the <b>procedures</b> that enable staff and other stakeholders <b>to report concerns about malpractice, misconduct, or wrongdoing</b> 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>   |
| <b>Data Protection Policy</b>        | <p>A policy which outlines <b>how the school/educational institution collects, processes, stores, and shares personal data</b> in accordance with relevant data protection legislation. 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>  |
| <b>Complaints and Appeals Policy</b> | <p>A policy which outlines the <b>procedures</b> through which <b>individuals may raise concerns</b> and formally challenge decisions made by the school/educational institution.</p> <p>It includes <b>a clear complaints procedure</b>, specifying how concerns can be submitted, the steps involved in addressing them, and the expected timelines for resolution.</p> <p>It defines <b>the right of appeal</b> 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>  |
| <b>Administration Policy</b>         | <p>A policy which outlines the <b>main arrangements for running and governing the institution</b> effectively and transparently.</p> <p>It assures institutional probity, supported <b>by a comprehensive business plan covering a minimum of five (5) financial years</b>, 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 <b>the organisational structure</b> 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 mechanisms are in place for meaningful consultation and participation.</p> |

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| <b>Other Policies (as necessary)</b> |  |  |
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