

## **POLICY AND REVIEW GUIDELINES**

### **GENESIS GLOBAL SCHOOL: VISION & MISSION**

The vision of its Founders is to develop GGS into a day and residential, autonomous, multicultural, multinational International School for children and parents of all communities of Indian and International community, while providing an opportunity for a quality complete education coupled with a safe, caring, sharing & learning community with a strong human ethos.

### **SCHOOL POLICIES - AN INTRODUCTION**

Our School follows certain rules and procedures for the smooth and day to day running of school matters and to make sure that staff & students work and live in an vibrant environment but governed and enriched with fairness, consistency and equity. Policies help define rules, regulations, procedures and protocols.

Policies are important because they help our school establish rules and procedures and create standards of quality for teaching & learning as well as expectations and accountability.

The learning environment needs to have policies and procedures to help them guide the actions of all individuals involved. They ensure and endorse the well-being of students, staff, and everyone who is connected to this environment. When policies and procedures are well thought out and, most importantly, implemented they provide common understanding and agreement on how things should be done. Procedures provide clear instructions and guidelines on what should/must be done in a particular set of circumstances or with regard to a particular issue.

To summaries' - Good, well thought out and implemented policies and procedures ensure:

### **GOOD PRACTICES**

- To establish rules and regulations for acceptable behaviour. Helps to establish a professional and effective organisation. They provide consistency amongst staff and students.
- They can prevent any ambiguity about how particular situations/issues should be handled, leading to all round fairness.
- More efficient and effective delivery of the teaching/learning process. Creation of a safe learning environment.

## **POLICY DEVELOPMENT & REVIEW PROCESS GUIDELINES**

Policy development will normally follow a staged approach to ensure GGS maintains a continuous improvement cycle.

### **STAGE ONE - NEED ANALYSIS**

GGS will encourage an open and proactive approach to identifying issues and developing policy. The issues that could trigger a policy review or new policy development are identified.

Triggers can include:

1. The review date for the policy,
2. Policy gaps which may come through consultation with members of the Senior Management, HR, Staff, Students or other stakeholders, or changes in the environment within or external to the GGS including:
3. Legislative change
4. Issues identified for fixing in the course of implementation of a policy.

All policy issues that need a relook should be recorded. A key component of this stage is engagement with Staff – both teaching and non-teaching.

A submission should be made to the Senior Management early in the policy development and review process to obtain their advice and assistance. This could be in relation to policy development, related policies, policies that may be superseded by a new policy and legislation and approval pathways. The information the senior Management can provide will help to determine the scope and impact of the policy and the timeframe for completion.

Developments at this stage help to establish the degree of urgency in relation to specific policy issues and whether they need:

- an immediate review or new policy development
- a later review or development,
- a mechanism other than the policy process

At GGS, the Director Operations is the custodian of all Policies. The overall amendment to our policies is overseen by the Director Operations who has the mandate of ensuring compliance.

S/ has overarching responsibility for identifying and setting the strategic direction of the proposed policy and determining the overall context in which a policy might be developed or revised. This responsibility extends to how it is implemented and how it is monitored and reported.

If there is sufficient support for the development or review of a policy, it may be

necessary to assemble a team of stakeholders. The makeup of such a team will depend on the policy issue but it should always include representatives from groups that will use and be affected by the policy. This will greatly improve the quality of the policy and ensure it meets the needs of GGS. It will also assist with the implementation process because it promotes more buy-in and feedback from the critical parties.

## **STAGE TWO - RESEARCH**

The stakeholders identified will analyse any relevant information that could inform the policy development and review as to whether a rule, policy, procedure and/or guideline is required and the degree to which it aligns with the GGS Vision, Mission & Philosophy on the one side and the Strategic Plan on the other.

The stakeholders will analyse the implications of the policy development and review and consider how the proposed policy will impact on other existing policies, stakeholders and administrative procedures.

## **STAGE THREE - DRAFTING**

The person or group designated will draft the new policy or amend the existing policy in consultation with stakeholders and in accordance with the Guiding Statements.

Depending on the extent of change, urgency and timing of the policy change, stakeholders should be consulted and could comment on the draft policy. Changes that emerge from this consultation process may indicate the need for further drafting of the policy.

## **STAGE FOUR - CONSULTATION**

The stakeholders identified in earlier stages of the process need to be consulted with regard to the development of the draft policy and, where possible, those who participate in the consultative process be invited to offer feedback.

It is also necessary to alert a wide range of GGS staff members of an upcoming policy development or review process.

GGS offers academic programs to students in India and overseas, which means it is extremely important to establish a policy with international stakeholders

The stakeholders should consider placing the draft policy or draft principles of the policy on the agenda of relevant meetings such as Senior Management meetings to ensure that the policy reflects the needs of the entire GGS. Consideration should be given to consulting with committees simultaneously rather than consecutively if this would reduce the timeframe for policy development and review.

The role that Senior Management can play in policy development can shift in focus to be more strategic by examining the key principles in a particular policy area as opposed to proofing policy documents.

## **STAGE FIVE - APPROVAL**

The drafted policy document should be submitted for approval at a senior Management meeting with the final sign off by The School Director.

## **STAGE SIX – COMMUNICATION AND IMPLEMENTATION**

The Principals will implement the policy in accordance with the communication and implementation plan and will involve reporting the outcomes of policy change to all previously identified stakeholders and other parties who require this information. Workshops/INSET involving key stakeholders and users are recommended for disseminating new policy information. The communication and implementation plan become especially important when policies are critical, complex or time-sensitive or when a suite of policies are developed or reviewed. These plans may also target different user groups.

## **STAGE SEVEN – MAINTENANCE AND REVIEW**

Policies should be 'living' documents that must be regularly reviewed to ensure that they meet all the needs of those working in the School and take into account the possible changes that may have occurred.

The policy issues log maintained by the stakeholders throughout the implementation process can be used to monitor the uptake of the policy and record feedback to be used to inform further reviews of the policy.

The Administration Department will be responsible for ensuring the policy is regularly reviewed every 2 years and that the timeframe for review is appropriate for a specific type of policy. They will monitor the need for an audit to identify whether:

1. There is an ongoing need for the policy in relation to its stated purpose and goals and that it remains consistent in relation to the GGS's overall strategic plan.
2. There is compliance in terms of the way that the policy is being followed.
3. There is a potential need to change the policy so as to improve its effectiveness
4. There is a potential need to change the policy to ensure it is up to date and aligns with best practice in education.
5. There is compliance with other legislative requirements.
6. There is a need to change the implementation process

**Last Reviewed in April 2019**