

Community: Acceptance of the New School

Implementation: Ongoing

(1) Members of the community should be invited to be on a committee to have input into the various aspects of the school program. It is well worth the risk to invite people who are suspicious of the school and the staff to serve on the committee. Likewise, it is wise to include people new to the community. The committee needs to include people who do not have children in school, such as the elderly and non-parents. Business and local government representatives should also be included. This committee can provide the principal with information on what the community expects from the school and can deal with issues confronting the school and community before they become major problems. The committee should meet every other month or as needed.

(2) A pamphlet can be developed to explain the purpose of the new school, the curriculum, maximum student capacity, address, telephone number, and the philosophy of the school. This pamphlet should be mailed to all families and business in the attendance zone for the new school.

Notes:

Contractor: Cooperation on Construction Problems

Implementation: Ongoing

(1) The strategies listed under "Communication with the Contractor" apply here also.

(2) Construction problems must be written with specific details as related to each problem. The written memo should be sent to the contractor, the architect, and the superintendent of schools with a copy for the principal. When the construction problem is corrected, a memo to the same people stating when and how the problem was corrected and thanking the contractor for giving attention to the problem should be sent.

Notes:

Counsellors: Involvement in Opening the New School

Implementation: Ongoing

(1) Work closely with the counsellors in terms of where academic departments are located and any new staff hired, so that they can communicate well with parents and students about changes in class schedules or routines.

(2) Have the counsellors develop a pamphlet outlining their responsibilities and how they can be of service to students and their parents. With a new school, student and parent expectations may change, and the pamphlet is one means of providing students and their parents with a view of what the counsellors will be doing in the new school setting.

Notes:

Custodians: Aid in Preparing School

Implementation: Ongoing

(1) A lead or head custodian should be designated by the principal. The principal should work closely with the lead custodian in preparing the facility for the first day of classes. A list of areas to be cleaned, furniture to be moved, and items needing custodial attention should be discussed with the lead custodian to prioritize the list and hear concerns, which the custodians have. The lead custodian should have the responsibility for assigning the custodial staff tasks to be completed.

(2) Give the lead custodian responsibility for distributing keys to the custodial staff.

(3) Have the lead custodian report to the principal only any construction problems discovered in the process of cleaning or when the school year is in progress.

Notes:

Design Flaws: Noticed after Opening School

Implementation: Ongoing

(1) If the flaw is one of improper construction, a meeting needs to be called with the superintendent of schools, the architect, and the contractor to discuss the problem and how to correct it. A record of the meeting needs to be put in writing with copies for all parties involved including the principal. Once the flaw is corrected, a memo needs to be sent to all parties including the principal stating when and the flaw was corrected and thanking the parties involved for correcting it.

(2) If the flaw is one of design, the principal has to work around the problem since the school board previously approved the plans for construction. If the flaw is major, the superintendent needs to be involved to determine if the school district will physically correct the problem, contract to have it corrected, or require the principal to provide solutions to the problem without the physical corrections. If the principal has to provide solutions without physical corrections taking place, it is best to involve

the staff and the students in developing procedures to deal with the flaw. If the flaw is minor, the principal can deal with it or involve the staff and students in creating a plan to deal with the flaw.

Notes:

Drawings: Receiving of As-Built

Implementation: 1 month prior to opening day

A copy of the as-built drawings of the school should be obtained through the architect. This can be requested by the superintendent and/or the school board and should be kept at the school for reference. The copy should be included in the contract with the school board as a part of the services of the architect. The as-built drawings are important in terms of handling mechanical or electrical problems, which may arise after the new school is occupied.

Notes:

Equipment: Correction of Malfunctions under Warranty

Implementation: Ongoing

(1) If equipment under warranty malfunctions, a telephone call should be made to the architect detailing the problem. The superintendent should be contacted by telephone if the problem is major. The telephone calls should be followed with a written memo to confirm the telephone call and again detailing the problem. The memo should be sent to the architect and the superintendent of schools with a copy for the principal. A copy should be sent to the contractor if applicable. When the problem is corrected, a memo stating when and how the problem was corrected and thanking the architect for giving attention to the problem should be sent to the same people as the original memo.

(2) If the school district has a maintenance department, the initial contact should be made through it, if that is district procedure.

Notes:

Equipment: Receiving Warranties

Implementation: 4 weeks prior to opening day

The principal needs to receive from the architect and/or contractor as a part of the construction contract copies of the warranties on equipment within the school and operating manuals. These

should be kept in a warranty notebook or in a file system for easy access. If they are not received, the principal needs to request them; they will be needed.

Notes:

Equipment: Stolen or Missing

Implementation: Ongoing

A security system should be developed to prevent thefts or misplacement of equipment. If equipment is stolen or misplaced, however, file a report with the local law enforcement agencies listing the serial number of the equipment. A burglary or misplaced equipment report also should be filed with the district for insurance purposes in order to replace the equipment as soon as possible. Then recheck your security system and change locks if necessary.

Notes:

Furniture: Receiving

Implementation: 2 months prior to opening day

The principal needs to designate one person to be in charge of receiving furniture and storing it. The designated person needs to maintain an accurate inventory of the furniture received to insure that the new school receives what is ordered, that none of it is stolen, and that the staff does not furnish their rooms without permission. The designated person also needs to maintain a file of the shipping receipts as a check and balance for purchase orders used to order the furniture. The designated person should not approve payment to any supplier until the entire shipment has been received. If partial payment is approved, it may take undue time to obtain the remainder of the order.

Notes:

Furniture: Storage

Implementation: 2 months prior to opening day

(1) Arrangements should be made with the contractor to store new furniture being delivered in completed portions of the new school. The school district, however, needs to set a furniture delivery date that is mutually acceptable by the contractor and the architect.

(2) If the furniture has to be stored somewhere in the district other than at the new school, a well organized plan will have to be developed in order to account for the furniture received, the furniture transferred to the new school, and the furniture remaining in storage. Plans need to be made for transporting the furniture when the school is available.

Notes:

Furniture: Distribution

Implementation: 4 weeks prior to opening day

(1) The principal needs to designate one person to be in charge of distributing the furniture. This person should be the same as the one in charge of receiving and storage, if at all possible. The designated person needs to have a basic list book, which details the furniture needed for each room in the new school. An index card can be placed on each room door indicating the number of teacher desks, teacher chairs, student chairs, student desks, tables, wastepaper baskets, and other equipment to be placed in the room. As the furniture is moved into the room, the person actually moving the furniture initials the item on the card as it is placed in the room. In this manner, the designated person can check the cards against the basic list book and have an inventory for each room and department within the school. Adjustments then can be made while maintaining an accurate inventory.

(2) The designated person cannot move all of the furniture alone but must be able to delegate responsibility to custodians, staff, district maintenance people, or whomever to move the furniture.

(3) Parent volunteers and student volunteers can be used to move the furniture. The result is a group of people who take pride in the new school because they helped prepare it for opening day.

(4) If furniture is to be moved from the present school to the new school, a moving plan can be developed involving the teachers and the students, but the principal should obtain the permission of the parents and check with the superintendent on insurance regulations before instituting it. A moving day is planned. Each student is assigned to a teacher. The number of students per teacher depends upon the amount of furniture and equipment the teacher needs to move. Each teacher is assigned a pick-up truck, stock trailer, or long bed truck. The students and staff then move the furniture. The school district needs to provide as much help as physically possible on the moving day. The community can be involved by providing sandwiches and drinks for the staff and students. Parent volunteers can also be used. In this light, all of the furniture and equipment can be moved and placed in position at the new school in one day.

Notes:

Handbook: Development of Student

Implementation: 3 months prior to opening day

(1) The student handbook can be developed by the administrative staff and address items that have been changed or added in the new school. These items would include closed or open campus, fire drills, tornado drills, cafeteria serving lines, and parking. The student handbook can be developed by revising the previous year's handbook or by examining the handbooks of other schools approximately the same size as the school being opened. The handbook should be ready for the first day of classes.

(2) The student handbook can be developed by including students in the planning and compiling of it. The involvement of students in the development of the handbook may aid in the student acceptance of the new school because the students believe that they had input into the programs and policies of the new school.

Notes:

Handbook: Development of Teacher

Implementation: 2 months prior to opening day

The same basic thoughts apply to the development of the teacher handbook as apply to the development of the student handbook as described above. The involvement of the teachers aids the principal in compiling a handbook, which includes information the principal wants the staff to know as well as information that the teachers believe all the staff wants to know. The involvement of the teachers once again would aid in staff acceptance of the new school because they had input into its programs and policies.

Notes:

Heating to Cooling: Changeover

Implementation: 4 weeks prior to opening day

(1) Convene a meeting involving the architect, the contractor, the heating/cooling representative, the principal, and whomever the principal designates to be in charge of the heating/cooling system. If the system is clock synchronized, have a representative of the clock company present also. At the meeting, have the system explained so that the principal and his designee understand how it operates, how the changeover is to be handled, and who to contact if the equipment needs repair under warranty.

(2) Allow only the principal, assistant principals, head custodian, and the person responsible for maintaining the system to have access to the system. This will give a quality control check to the system and prevent unauthorized people from trying to run the system.

Notes:

Keys: Storage

Implementation: 1 month prior to opening day

Keys need to be stored in a vault in a key cabinet with a lock to prevent unauthorized access to them. The principal should designate one person to be responsible for the keys, including distribution. The designated person should be the only one with access to the key cabinet. The keys must be labeled correctly to match the as-built plans. The keys need to be stored to reflect which keys are individual room keys, sub-masters, masters, and grand masters.

Notes:

Keys: Distribution

Implementation: 2 weeks prior to opening day

The principal needs to designate one person to be responsible for distributing keys. This should be the same person as for the storage of keys. All people receiving keys need to sign an index card listing the keys they have received. Teachers can be assigned a sub-master key to fit their department if appropriate. Custodians can be assigned a master key for their areas of responsibility. The administrators can be assigned individually a grand master key to fit all doors on campus. Keys other than door keys distributed to the staff also need to be recorded on the individual teacher's index card.

Notes:

Keys: Fitting the Correct Locks

Implementation: 3 weeks prior to opening day

(1) A session needs to be held with the contractor prior to the locks being installed in the new school to insure that locks are being installed in an organized manner and labeled on the as-built plans. The

contractor should supply the principal with a list of the keys by number, the rooms each key fits, and by room with the number of the key for each room.

(2) If a key is assigned to a staff member and does not fit the correct lock, the key number and assigned room can be written on an index card labeled "Trouble" which is taped inside the key cabinet. A check can then be made to see if the key is defective. If it is not defective, the contractor should be consulted to determine what procedures are needed to obtain the correct key. If a key does not fit a lock, it may be necessary to try the key in all of the school locks until the lock is found that the key fits. The reverse of this is the lock for which a key cannot be found. In this instance, the principal has two options. The first option is to try all of the keys in the lock in hopes one will work. The other option is to replace the lock with the lock assigned to the key indicated on the as-built plans.

Notes:

Landscaping

Implementation: 3 months prior to opening day

(1) Develop a detailed plan for landscaping even if money is not available to do everything the plan indicates. The items can be listed in priority order so they can be installed as money becomes available. The detailed plans need to include the estimated cost of the landscaping materials. Landscaping needs to be completed before the new school opens to prevent tracking of mud and dirt into the school.

(2) The community, individuals, and clubs are generally enthusiastic about landscaping a new school. If and when they offer assistance in purchasing and/or planting trees and shrubs, the estimated costs and landscaping plans are immediately available to answer their questions.

(3) If the school district lacks the funds to landscape a new secondary school, a purchase plan can be developed involving the community, staff, parents, and students. The landscaping plan with estimated costs is made available. Volunteers or outside agencies then can purchase items on the plan and have them planted in honor of, memory of, or recognition of someone. The principal can have their names published in the local newspaper or provide other recognition to indicate appreciation for support of the new school.

(4) Have a landscaping day where staff, student, and parent volunteers plant the trees and shrubs that have been purchased. Sandwiches and drinks can be prepared by volunteers. The principal should be on hand to supervise the project and answer any questions which may arise.

Notes:

Loading/Unloading of Pupils: Busses

Implementation: 3 weeks prior to opening day

A space needs to be designated for bus loading and unloading of students. The space or curbs need to be painted with a "No Parking/Bus Lane" designation. Permanent signs stating "No Parking/Bus Lane" should be posted where possible.

(1) Where possible, the bus loading/unloading zone needs to be separate from the private transportation of students by a physical barrier such as a median or the school itself. This prevents, for the most part, private vehicles from occupying the bus lanes.

(2) A staff person may be assigned before and after school to supervise the bus loading/unloading zone and bus ingress and egress to prevent private vehicles from interfering with the loading/unloading of students on the busses. This staff person also can serve as the contact person to communicate with the bus drivers on problems, which may arise from the loading and unloading of students.

Notes:

Loading/Unloading of Pupils: Non-Bus

Implementation: 3 weeks prior to opening day

Communication with students and parents should detail where and how parents are to park when loading or unloading their children at school. A definite area needs to be established on the campus to prevent parents from stopping on the streets to unload and load their children and to prevent interference with bus loading and unloading.

Notes:

Newspaper

Implementation: Ongoing

(1) Supply the local newspaper with information on the progress of construction at the new school, the results of committee planning and membership of the committees, student achievements with pictures of the students, staff achievements with pictures of the staff, and monthly activities at the school.

(2) Invite the editor of the local newspaper to be a member of any school and community committee.

(3) Take the editor and the school reporter out to lunch to gain a feel for how they view the new school and its acceptance. After all, they play a key role in how the community accepts the new school by what and how they report in the newspaper.

Notes:

Occupation of School: Not Completely Finished

Implementation: Ongoing

(1) The principal needs to develop a comprehensive plan to continue the educational program when the new school is not completed but opened for the beginning of the school year. The plan needs to address that portion of the building completed with steps to be taken as additional portions are completed and released to the school district. The construction taking place while school is in session needs to be visually and physically separate from the students and staff, where possible. This plan needs to be shared with staff, students, and parents. The plan needs to include explaining to the students why the school is not complete and when it is projected to be complete. This explanation can be given during orientation and the first day of classes and should include definitions of construction areas which are off limits to the students. The plan should emphasize the staff and the students having lots of patience.

(2) An option for students who are to move into the new school is to allow them to remain in their present school until construction is complete. This has drawbacks, especially for students moving from elementary to junior high school. Staffing would have to be split and coordination of the curriculum would be difficult. This option would have to be weighed against the parent complaints, which might arise over opening the new school while still under construction.

Notes:

Orientation: Staff to New School

Implementation: Ongoing

Obtain permission from the contractor to allow the principal to give the staff tours of the new school while it is under construction. This can be done after the working day for safety reasons. This will enable the staff to see the progress of the construction, especially in their own areas. On the first day of teacher orientation, the staff can be given a final tour. At this time, maps of the new school should be available with the areas labeled as to the teaching area. Time should be allotted for questions from

the staff to alleviate their concerns. Items covered in the orientation of the staff to the new school should include building security, building use, student handbooks, staff handbooks, and the orientation plan for the students.

Notes:

Orientation: Students to New School

Implementation: Ongoing

(1) Obtain permission from the contractor to give student and parent tours of the school while it is under construction. This can be done on Saturdays when construction is not taking place. The tours can be given to students and parents on two Saturdays a month. The number of students and parents touring on any one Saturday can be controlled by developing a schedule of tours based on the clubs or organizations in which the students participate. The tours allow them to chart the progress in construction and develop a feeling that the school is really "theirs." Time should be allotted during the tours for questions to alleviate the concerns of the students and parents.

(2) On the first day of classes in the new school, the students can be brought into a general assembly for an overview of the new school and the policies that regulate it. The students should be given information on construction progress, areas of the school off limits to them, common areas, parking, and any other area needing emphasis. Time should be allotted to answer questions that the students may have. Tours of the new school can be conducted at the end of the assembly by the staff, drill team, cheerleaders, or student council.

(3) A feature that builds enthusiasm for the new school during the assembly is to put together a photographic slide show of the construction of the school through its stages from beginning to end with a popular song as background music which lends itself to telling a story. Possible songs for this are "Tie Your Dream to Mine" by Marty Robbins, "Through the Years" by Kenny Rogers, and "You're One in a Million" by the Oak Ridge Boys. Pictures of the students touring the school, picking up schedules, or helping in volunteer work preparing the school to open help develop pride in the new school.

Notes:

Parking: Staff

Implementation: 3 months prior to opening day

Designate the staff parking areas and define where the no parking areas and the fire lanes are on campus. Consideration might be given to issuing staff parking permits to the staff to control who has access to the staff parking areas. The permits also enable the principal to quickly identify the owner of a vehicle whose lights may be left on.

Notes:

Parking: Student

Implementation: 3 months prior to opening day

The student parking areas should be defined as well as the no parking areas, handicapped parking spaces, and fire lanes. Consideration should be given to requiring students to purchase parking permits. The permits need to be a different color and design than the staff permits. The permits enable a student's car to be quickly identified in the event of an accident on school property, violation of parking policies, or lights being left on.

Notes:

Preparing for Opening Day: Parent Role

Implementation: Ongoing

Parents can become involved in the opening of the new school by inviting them to tour the facility, participate in developing a parent-teacher group, help with projects to build pride, help move furniture, and help landscape. This enables the parents to lay a base of support for the school because they believe that the school wants their support and solicits their ideas.

Notes:

Preparing for Opening Day: Staff Role

Implementation: Ongoing

(1) One view is that the staff should not have to help physically prepare the school for opening day except for bringing their own personal supplies to school. This view holds that the staff should concentrate on academic concerns only.

(2) If the principal needs to solicit staff help to prepare the school for opening day, this should be done on a voluntary basis only. In this manner, morale is not destroyed and a staff person does not have to work without pay.

Notes:

Principal: Defining the Role in Opening a New School

Implementation: 7 months prior to opening day

The principal should discuss with the superintendent what is expected of the principal in opening the new school with attention given to responsibilities in working with the architect and the contractor, responsibilities should the school open without construction being completed, the communication process with the superintendent and the school board, and generally what is expected of the principal.

Notes:

Registration: Students New to the District

Implementation: 4 weeks prior to opening day

Publicity on enrolment for new students needs to be published in the local newspaper frequently during the summer months prior to the opening of the new school. The publicity should include information on what telephone number to call and who to talk with about enrolment as well as the hours available to enrol. Information also should be included as to the starting date for the school year. This information should also be given the local Chamber of Commerce and the local realtors.

Notes:

Supplies: Receiving

Implementation: 2 months prior to opening day

The principal should designate one person to be responsible for the receiving of supplies. An accurate accounting of the supplies received should be maintained to insure that the school receives what is ordered, none of it is stolen, and the staff does not supply their rooms without permission. A file of the shipping receipts and invoices needs to be maintained to compare with purchase orders.

Notes:

Supplies: Storage

Implementation: 2 months prior to opening day

A locked area should be used to store supplies received with only one person having access to the area. Ideally, this should be the same person as the one designated for receiving the supplies. If the school is not complete, arrangements should be made with the contractor to release a room for the storage of the supplies. The school district personnel responsible for ordering supplies, however, should arrange a mutually agreeable delivery time with the principal, architect, and contractor.

Notes:

Supplies: Distribution

Implementation: 1 month prior to opening day

The supplies can be distributed by the person responsible for receiving and storing them as designated by the principal or by the custodians with supervision from the person responsible for receiving and storage of supplies. Staff members should be allowed to pick-up supplies only if the designated person is present to insure the proper supplies are taken.

Notes:

Textbooks: Receiving

Implementation: 2 months prior to opening day

The principal needs to designate one person to be responsible for the receiving of textbooks. A filing system needs to be maintained listing the name of the textbook, the number of copies received, the date received, the number of copies distributed to the teachers and/or students, and the name of the teacher and/or student receiving the textbooks. The textbook should have an identification number inside the book, and it also should be maintained in the filing system.

Notes:

Textbooks: Storage

Implementation: 2 months prior to opening day

Ideally each department should have a book storage room or locking cabinets to safeguard the textbooks. If this is not possible, a central book storage room needs to be maintained by a person

designated by the principal. The designated person should be the one who is also responsible for the receiving to textbooks. The textbooks should be stored by subject area within the department to allow for easy inventory.

Notes:

Textbooks: Distribution

Implementation: 1 month prior to opening day

(1) Textbooks should be distributed to the department heads who should be given the responsibility for keeping records for their respective departments. If not possible, the textbooks should be distributed to the teachers with records maintained by the person responsible for receiving and storage of textbooks.

(2) When the teacher issues a textbook to a student, an index card should be kept showing the name of the book, author, edition, and identification number. The student should sign the card to show that it has been received. The index cards should be maintained in a file by the teacher for easy access if an inventory is needed or a book is lost or stolen and needs to be replaced.

Notes:

Traffic Flow: Student

Implementation: First day and thereafter

The student traffic flow should be monitored daily for the first few weeks of school by the administrative staff as well as by the teaching staff. Any congested areas or other problem areas need to be brought to the attention of the principal in order to develop plans to alleviate the congested or problem areas. The plans should be covered with the teachers in those areas affected to insure that the plans are understood and stand the chance of working as anticipated.

Notes:

RECOMMENDATIONS

The recommendations, which follow, are aimed at enabling the principal to better plan for the opening and occupation of the new school. The school system, specifically the the school board, must implement the recommendations, except for number one, if the principal is to effectively plan for the new school. The recommendations are:

- 1- The principal who opens a new secondary school needs to develop a time line as a part of the overall plan for opening the school.
- 2- The principal who opens a new secondary school needs to be named to the position a minimum of 7 months prior to the first day of classes in the new school to give time for planning and preparing for the new school to open.
- 3- The principal needs to be involved in the planning of the new school prior to the architect completing the design. The principal would then be developing the rationale for the designs in the new school and could communicate better with the staff, students, parents, and community about the new school.
- 4- The principal needs to work closely with the school board in choosing a school design that is practical as well as aesthetically pleasing.
- 5- The school system should provide the principal of the new school with additional salary to compensate for the increased hours required to successfully open the new school.
- 6- The school system should appoint a person to work for the system to oversee the construction of the new school and report to the principal and the school board. The principal needs to be free to plan, not to troubleshoot problems with construction.

Part C – Finance

Detail your proposed financial plan demonstrating how it will ensure the availability of funds throughout the year.

- 1- An-Nur Kiwi Academy (AKA) is a not-for-profit organisation which will rely largely on contributions from the Crown and on its internally generated revenue in running its day to day operations and community support as grants and donations.
- 2- Crown funding is provided on an annual basis through property, operations, staffing and per student grants. Internally generated revenue is generated in the form of student fees from domestic students. Further funding throughout the year will be raised from donations obtained by way of community support, fund raising activities and donations from nationwide religious organisations and associates. Such funding will also play a key part in financing the operation over the long term.
- 3- As per AKA's financial plan, the organization will be funded largely in its initial years through Crown contributions. Such funds will be used primarily to help meet the running costs of the school and the rental costs which will be used to secure accommodation for the students.
- 4- Internally generated revenue from student annual fees and donations will be used to cover any unexpected overruns or costs in running the school. Extracurricular activities will also be held for the students throughout their academic year and will be funded by the student fees and donations raised on an annual basis.

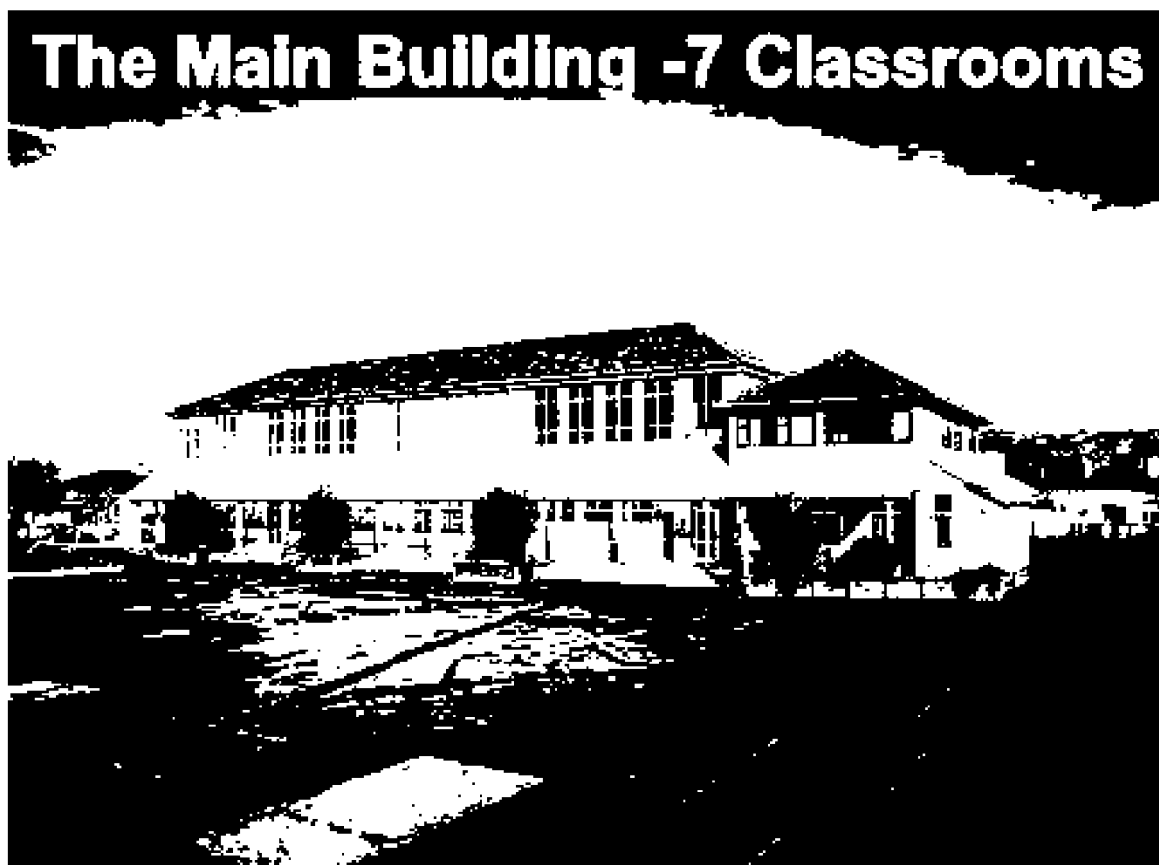
- 5- As cash reserves are built from retained crown funding as well as internally generated income, capital expenditure will be incurred with the view to establish long term accommodation facilities owned by the school on school grounds as well as other recreational facilities within three years from the time the school first opened its doors to the public.
- 6- Moving to an all inclusive boarding school business model will help reduce the long term costs incurred in securing alternative accommodation for AKA students and will help generate further cash funds by way of allowing the community to have access to such facilities within the school in return for donations which will help with the sustainability of the school property as well as enhancing the greater benefit of the students, community and society as a whole.
- 7- Financial management within the organisation will be done through a finance / admin team lead by a member of the board of Trustees and who report on a monthly basis to the governing body of the organisation.
- 8- Since the organisation will be heavily reliant on its cash funds and reserves for its day to day running of the school, adequate segregation of duties and restricted access controls will be implemented to ensure appropriate and approved utilisation of such funds in accordance with the objectives of the school. A code of conduct / ethical standards will also be established for all staff and students who are expected to adhere to the rules. This ensures appropriate accountability and disciplinary action processes to be followed.
- 9- Further internal controls will also be put in place over the systems and processes used to track the day to day accounting of the school transactions. Controls over student records will also be implemented to monitor financial aspects such as student balances, spending and allow for greater monitoring of general student activities. Such monitoring can also be linked in to monitoring of student performance and their KPI's.
- 10- The governing body will as part of its school rules and regulations ensure that clauses stipulating the requirement for an annual external financial audit to be performed by an independent auditing body with potential for further services to be performed over reviewing the adequacy of the systems in place and the controls used to limit any potential for misuse of school property or its assets.
- 11- As school is likely to have large asset base by way of Property plant and equipment, Insurance policies and contracts will be taken to ensure adequate cover is in place over such assets. Further insurance cover can also be taken to ensure cover is in place in the event business interruptions or loss of income is faced as a result of external factors.
- 12- Other insurance policies to ensure the well being of the staff and students can be offered through the school by way of health insurance for example.

Part D – Facilities

Describe your proposed facilities covering: 1) where you propose the school will be located when it opens; 2) the type of property arrangement and the terms of the tenancy (if applicable); 3) if a permanent site has been identified, how this site would be a suitable facility for the proposed school, including any plans to renovate; 4) if proposing to convert an existing public school, what renovations are planned and whether any capital improvements will be required; and 5) your financing plans for acquisition and renovation of a facility.

Describe your proposed strategies for asset management and maintenance of your proposed facility, including assurance processes that ensure applicable codes and standards are maintained for the term of the Agreement.

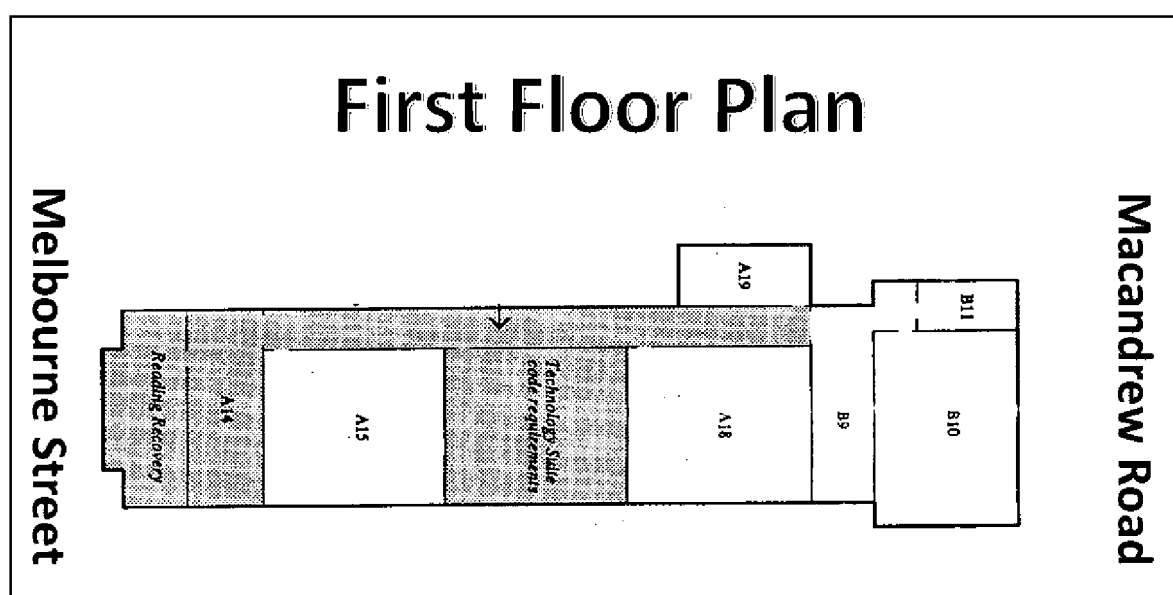
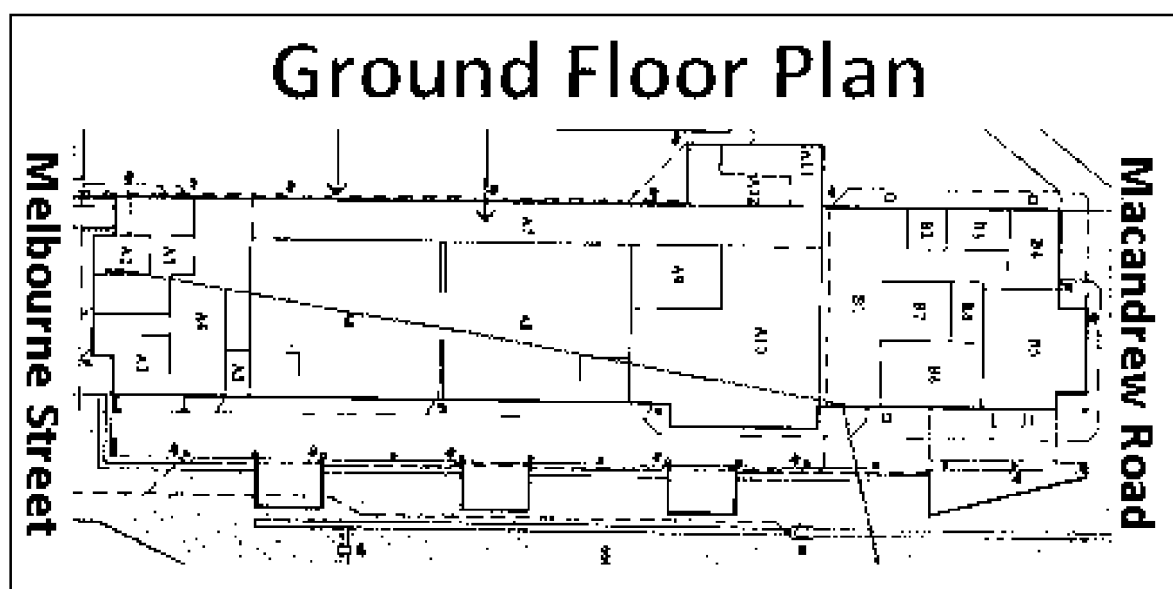
Geographic location of AKA: Considerable real estate market searches for 4 years have been crowned with a successful outcome. Recently Al-Noor Charitable Trust (proprietor of AKA premises) has completed the purchase of an existed school in a premier location (**Appendix 2, property titles**). The property is located at 110 Melbourne Street in South Dunedin and was the site for a private primary school (former St Patrick's School) with current use rights for education services. The total land area is 7,724m², on 7 freehold titles, Zoned Residential 2 (Land Use Community Services: Educational). The premises have dual street frontages to both Macandrew Road and Melbourne Street (main vehicle entrance and car park off Macandrew Road). Improvements include the two storeys, 1190 m² administration/classroom block.



The property is 5 minutes from Dunedin city centre and 7 minutes from University of Otago. Furthermore, the property is short walking distance to King's Boys High school and Edgar Sports Centre allowing AKA, if needed, to hire nearby facilities for education and recreational purposes at the early stage of operation until AKA facilities are built on site.

The premises have classroom building & admin block. There are 7 classrooms, 3 resource rooms and 2 toilets blocks. The admin block has office, reception room, staff room, sick bay room and staff.

Building plans for the ground and first floor is shown below



AKA will adopt the measures described in the Table below for asset management and maintenance of school facility and will comply with all government regulations as related to property use and certification. The chart below summarizes the components of this complex work, which requires the coordination of many different activities and personnel.

Table: Elements of AKA Facilities Maintenance & Management

Measure	Activities	Description
Janitorial	Maintaining clean facilities Immediate (e.g., spills) & regular	-Selecting a janitorial vendor -Regular vendor relationship management
Safety & Security	Maintaining the safety and security of AKA students & staff	-Preparing comprehensive safety plans -Assessing building security needs
Regular repairs	-Managing minor repairs -Preparing for major unexpected projects (e.g. repair HVAC systems)	-Developing and maintaining an effective work order system
Preventive Maintenance (P.M.)	-Scheduling regular maintenance	-Properly assessing P.M. needs -Implementation of plan
Cost saving approaches	-Implementing energy/cost-efficient systems	-Assessing and evaluating opportunities -Installing systems (e.g., lighting)
Compliance	-Compliance with government requirements (DCC & ME)	-Detailed understanding of standards of multiple agencies (Dunedin City Council & Ministry of Education)
Insurance	-Risk management	-Managing differing requirements for AKA School sites

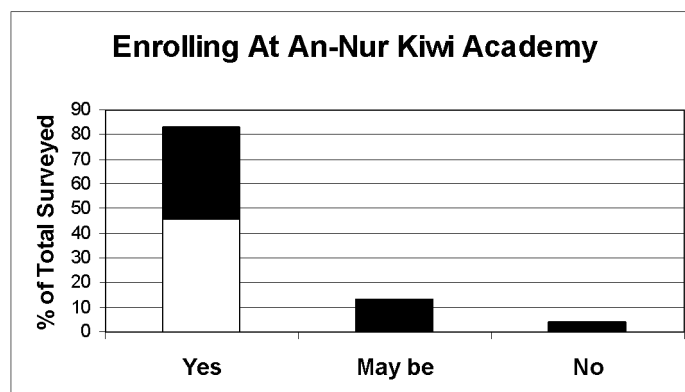
Part E – Enrolment and School Marketing

Outreach to the community: The founding committee has conducted a series of community surveys in Christchurch and Dunedin as well as held community hall meetings in Auckland, Hamilton and Lower Hutt. As a result of these surveys and community hall meetings in various New Zealand cities the Founding Committee developed a database for prospective AKA students and their families. Once the

school signs a contract with Ministry of Education as a PSKH the Founding Committee will initiate a marketing campaign in New Zealand and overseas. Key aspects of AKA marketing approach include;

6. Develop and highlight AKA's **unique aspects**.
7. Identify and segment the **target market** into definable & manageable groups.
8. Define the NZ education industry **competitive advantages** and articulate them to the overseas customers
9. Prepare **advertising and marketing campaigns** to reach national (In particular Maori, Pacifica and low socio economic groups) and international students.
10. **Monitor & review results** in order to fine tune & optimize the package

To achieve successful outcome of the marketing campaign, we will utilize contemporary and traditional means. With more and more students going online to research for programs, courses and institutions, we will develop a user friendly website for AKA to prospective students. Currently, we will use Al-Noor Charitable Trust website <http://www.an-nur.school.nz/> and update AKA page. Traditional marketing campaigns will include brochures, handouts, newspaper advertising and the like. To effectively compliment these efforts we will conduct reach out programmes to reach national students through personal visits and on site presentations. As evident from the endorsement letters currently received from AKA supporters, Muslim community in New Zealand is very supportive of the AKA PSKH project and will actively participate by enrolling their sons in the school. To gauge the community support for AKA the Muslim community of Christchurch were asked in a survey whether they are prepared to enrol their children once the school is established. The results of data compiled are presented in the Figure below.



The results in above Figure indicate that more than 83% of the surveyed Muslim families in Christchurch are ready to enrol their children in AKA once established. About 13% are undecided. Only 4% of the Muslim families surveyed are not considering enrolling their children in AKA once established. AKA founder team is confident to change the stand of the families not considering enrolling their children through their commitment to excellence in education. AKA must ensure that:

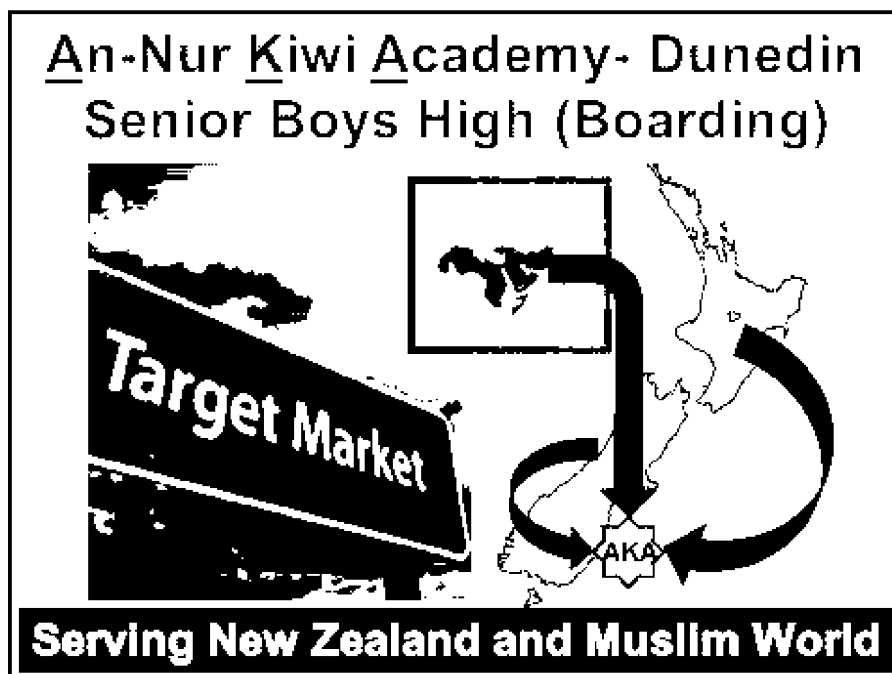
3. Academic program is better or at least equivalent to good public schools in Christchurch.

4. Staff is professionally trained and well qualified.

By meeting the two conditions above, we are certain that the AKA's performance can be no less than any good school academically plus its great Islamic learning environment.

Future expansion and improvements: AKA project has received overwhelming support from regional as well as National Muslim organizations and community members including Maori, Pasifika and low socio-economic backgrounds (**Preface, AKA endorsement letters**). The establishment of AKA: Dunedin, therefore, will meet the needs of various Muslim communities in New Zealand and on top of this will cater for the Crown's priority groups. Therefore AKA is a national school with anticipated student roll derived from New Zealand major cities.

In addition of expressed interest at the national level, AKA: Dunedin Boys High has received expression of interest from married international Muslim students studying at New Zealand universities for their sons who are currently accompanying them in New Zealand.



Another important aspect of AKA-Dunedin project is that it provides an excellent pathway for Muslim international students who wish to join New Zealand universities as an alternative to the English: Foundation pathway for the following reasons: 1) Students joining AKA will have their cultural needs satisfied while pursuing their education programme. 2) The NCEA pathway to tertiary education in New Zealand universities via AKA will save the international students precious time and significant amount of money compared to English: Foundation pathway.

Based on the above, it is anticipated that AKA will attract international students to enrol once it is started. Therefore, the target markets for AKA are students from New Zealand major cities and

students from Muslim countries with strong education relationship with New Zealand such as Malaysia, Indonesia, Oman and Kingdom of Saudi Arabia.

The anticipated **year 2014** Student Body in terms of ethnicities may include **50 new male students** year 11 level:

- 60% may be students of low socio economic background (refugees and migrants).
- 20% may be from Maori background.
- 5% as Pacifica.
- 15% others (mixed group).


The anticipated year 2014 Student Body in terms of geographical region:

- 98% may be students from New Zealand cities outside Dunedin.
- 2% may be from Dunedin.

The anticipated **years 2015 and 2016 enrolments are 100 and 150 students respectively**. The Student Body in terms of geographical region:

- 80% may be students from New Zealand cities.
- 20% may be international students.

The school facility will be developed in 3 phases as following:

Stage	Establishment of Facility	Funds	Status
Year 2014	-Classroom and Admin Bldgs -Cafeteria -Hostel -Sports facility	PSKH property funds s 9(2)(b)(ii) OIA	-Renovations & Furnishing -Construction & Furnishing -Lease (Motel or others) -Lease (Edger Centre or others)
Y2015	-Mosque		-Site is on campus -Construction & Furnishing
Y2016	-Sports Building	Fund raising + Operation Net profits + Grants (NZ and overseas)	-Site is on campus -Construction & Furnishing

6 AKA OPERATIONS PLAN

Part A - Timeline for registering and enrolling

Enrolment Policy: AKA Board of Trustees and staff are committed to providing quality education for all students in the school. There is a manageable roll figure that is determined by the physical resources of the school. Above this, the quality of education delivered to the students is diminished. This enrolment scheme aims to avoid overcrowding by restricting the number of students enrolled at the school.

Roll: To avoid overcrowding at AKA the roll will be managed at 50 students for 2013 and level will be Year 11.

Objectives

1. To maintain the highest possible standard of education delivery to the children attending the school.
2. To avoid overcrowding at the school.
3. To ensure that undue pressure is not placed on the resources of the school.
4. If required, to limit numbers of students enrolling, using pre-established criteria.
5. To give priority of entry to those students from the Crown's priority group.
6. To maintain some flexibility in enrolments, in order not to exclude more students than is necessary to meet the above objectives.

AKA is open boundary school

Enrolment Scheme: It is anticipated that enrolment of students by parents will start in August 2013. The detail of enrolment scheme will be finalized in May 2013.

Part B - Policies and procedures for withdrawal, suspension and expulsion of students

Islamic Conduct perspective

Good manners and good character: Islam is a beautiful religion, full of wisdom and harmony. If this wonderful religion is followed properly then a typical Muslim would only be a great example to follow.

Narrated 'Abdullah bin 'Amr: "The Prophet never used bad language" .He used to say 'The best amongst you are those who have the best manners and character.'

Repel evil with Good: Allah Almighty in the Noble Quran commands us to return the evil that is done to us by others to not only with good, but with best!

"Those who patiently persevere, seeking the countenance of their Lord; establish regular prayers; spend out of (the gifts) We have bestowed for their sustenance, secretly and openly; and turn off evil with good: for such there is the final attainment of the (Eternal) Home." Quran 13:22

"Nor can goodness and evil be equal. Repel (evil) with that is better: Then will he between whom and thee was hatred become as it was thy friend and intimate!" Quran 41:34

"The recompense for an injury is an injury equal thereto (in degree): but if a person forgives and makes reconciliation, his reward is due from Allah: for (Allah) Loveth not those who do wrong." Quran 42:40

Further good manners teachings in the Noble Quran: "So by mercy from Allah, [O Muhammad], you were lenient with them. And if you had been rude [in speech] and harsh in heart, they would have disbanded from about you. So pardon them and ask forgiveness for them and consult them in the matter. And when you have decided, then rely upon Allah. Indeed, Allah loves those who rely" (Quran, 3:159)

"Hold to forgiveness; command what is right; but turn away from the ignorant." (Quran, 7:199)

"Allah does not like the public mention of evil except by one who has been wronged. And ever is Allah Hearing and Knowing." (Quran 4,148).

"And tell My servants to say that which is best. Indeed, Satan induces [dissension] among them. Indeed Satan is ever, to mankind, a clear enemy." (Quran 17:53)

No vain talking or foul language: "And when they hear ill speech, they turn away from it and say: For us are our deeds, and for you are your deeds. Peace will be upon you; we seek not the ignorant." (Qura'n, 28,55).

On the authority of Abdullah ibn 'Amr (may Allah be pleased with them both) that the Prophet (peace be upon him) said: "Four traits whoever possesses them is a hypocrite and whoever possesses some of them has an element of hypocrisy until he leaves it: the one who when he speaks he lies, when he promises he breaks his promise, when he disputes he transgresses and when he makes an agreement he violates it.

Allah Almighty orders Muslims to deal kindly and justly with non-Muslims: "Allah forbids you not, With regard to those who Fight you not for (your) Faith Nor drive you out Of your homes, From dealing kindly and justly With them: For Allah loveth Those who are just." (Quran, 60:8)

Narrated Jarir bin 'Abdullah: "Allah's Apostle said, 'Allah will not be merciful to those who are not merciful to mankind.'

The Muslim needs to always be polite, humble, patient, loving and well mannered when he deals with others, whether they were Muslims or non-Muslims. Allah Almighty certainly doesn't love those who are offensive and rude to others.

Greetings in Islam: Allah Almighty in the Noble Quran commands us to return a greeting with a better one or at least an equal one. We must maintain the high standards in manners and always be the best examples.

"When a (courteous) greeting is offered you, meet it with a greeting still more courteous, or (at least) of equal courtesy. Allah takes careful account of all things." Quran, 4:86

Respecting others' properties: Allah Almighty commands us to respect people's properties and not to be transgressors.

"O ye believe! Enter not houses other than your own, until ye have asked permission and saluted those in them: that is best for you, in order that ye may heed (what is seemly)." (Quran, 24:27)

Do not be a stuck-up!: Allah Almighty commands us not to be stuck-up. He commands us to be laid back and down to earth type of people.

Let us look at Noble Verse 17:37 "Nor walk on the earth with insolence: for thou can not rend the earth asunder, nor reach the mountains in height."

"And swell not thy cheek (for pride) at men, nor walk in insolence through the earth; for God loveth not any arrogant boaster. (The Noble Quran, 31:18)"

Insolence, or arrogance, or undue elation at our powers or capacities, is the first step to many evils. Besides, it is unjustified. All our gifts are from Allah Almighty.

No offensive name calling is allowed! And do not look down on others:

"O ye who believe! Let not some men among you laugh at others: It may be that the (latter) are better than the (former): Nor let some women laugh at others: It may be that the (latter are better than the (former): Nor defame nor be sarcastic to each other, nor call each other by (offensive) nicknames: Ill-seeming is a name connoting wickedness, (to be used of one) after he has believed: And those who do not desist are (indeed) doing wrong." (The Noble Quran, 49:11)

If you are loved by people, then Allah Almighty loves you:

Narrated Abu Huraira: "Allah's Apostle said, 'If Allah loves a person, He calls Gabriel, saying, 'Allah loves so and so, O Gabriel love him' So Gabriel would love him and then would make an announcement in the Heavens: 'Allah has loved so and-so therefore you should love him also.' So all the dwellers of the Heavens would love him, and then he is granted the pleasure of the people on the earth.

Muslims must never brag about their sins. Allah Almighty will never forgive the sins that are advertised:

Allah Almighty will not forgive the sins that are publicly disclosed and bragged about.

Is arguing in public allowed in Islam:

"Allah does not like the public mention of evil except by one who has been wronged. And ever is Allah Hearing and Knowing." (Quran, 4:148)

So unless there is a good and just reason for having a public shouting, we as Muslims are Commanded by Allah Almighty to maintain our manners and good behavior in public.

How to be a "Strong Muslim" in Islam:

"Abu Huraira reported Allah's Messenger (may peace be upon him) as saying: The strong-man is not one who wrestles well but the strong man is one who controls himself when he is in a fit of rage.

"Anas b. Malik reported Allah's Messenger (may peace be upon him) as saying: Neither nurse mutual hatred, nor jealousy, nor enmity, and become as fellow brothers and servants of Allah. It is not lawful for a Muslim that he should keep his relations estranged with his brother beyond three days.

AKA Policies and procedures for withdrawal, suspension and expulsion of students will be along the following lines; and taking into consideration the Islamic teaching in this regard. The policies will be reviewed once the Head Master and staff are appointed then will be reviewed routinely together with the rest of policies and procedures.

Withdrawal policy

- A full term's notice is required by 12.00 noon of the first day of term in respect to withdrawal of a student from school after acceptance of a place, or for removal at any time during the student's education at the School.
- A full term's fees (if applicable) become payable in the absence of the notice given above.

EXPULSION POLICY

Introduction

1.1 **Scope:** This policy contains guidelines, which will be adapted as necessary, explaining the circumstances under which a pupil may be expelled from the School, or required to leave permanently for misconduct or other reasons. The policy applies to all pupils at the School [whether or not in the care of the School] but does not cover cases when a pupil has to leave because of ill-health, non-payment of fees, or withdrawal by his parents.

1.2 Interpretation: References to the Head Master include Deputies. "Parent" includes one or both of the parents, a legal guardian or education guardian. "Expulsion" means a dismissal from the School in disgrace, formally recorded. "Removal" means that a pupil has been required to leave, but without the stigma of expulsion.

Subheadings are for ease of reading and not part of the policy.

2 Policy Statement

2.1 Aims and expectations: It is a primary aim of AKA that everyone feels valued and respected, and that each person is treated fairly and well. AKA is a caring community, whose values are built on mutual trust and respect for all. As an Islamic based boarding school, we believe that every student should feel that they are respected, amazing, loved, valued and unique.

An-Nur KIWI Academy behaviour, Discipline and Anti-Bullying Policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We apply this behaviour policy in a consistent way throughout the programme community to encourage students to become positive, responsible and increasingly independent.

The aims of this policy are:

to support the School's behaviour and discipline code.

to ensure procedural fairness and natural justice.

to promote co-operation between the School and parents when it is necessary for the School that a pupil leave earlier than expected.

2.2 Misconduct: The main categories of misconduct which may result in expulsion or removal are:

- supply/ possession/ use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, and alcohol and tobacco.
- theft, blackmail, physical violence, intimidation, racism and persistent bullying.
- misconduct of a sexual nature; supply and possession of pornography.
- possession or use of unauthorised firearms or other weapons.
- vandalism and computer hacking.
- persistent attitudes or behaviour which are inconsistent with the School's ethos.
- other serious misconduct towards a member of the school community or which brings the School into disrepute (single or repeated episodes) on or off school premises.

2.3 Other Circumstances: A pupil may be required to leave if, after all appropriate consultation, the Head is satisfied that it is not in the best interests of the pupil, or of the School, that he remains at the School.

3 Investigation Procedure

3.1 Complaints: Investigation of a complaint or rumour about serious misconduct will normally be co-ordinated by the Deputy Headmaster, and its outcome will be reported to the Head Master.

Parents will be informed as soon as is reasonably practicable if a complaint under investigation is of a nature that could result in the pupil being expelled or required to leave.

3.2 Suspension: A pupil may be suspended from boarding and/or from the School and required to live at home or with his education guardian while a complaint is being investigated; alternatively he may be placed under a segregated regime on the school premises.

3.3 Search: We may decide to search a pupil's space and belongings, and ask him to turn out the contents of pockets or a bag, if we consider there is reasonable cause to do so. Clothing will not be searched until it has been removed from the wearer and care will be taken to ensure reasonable privacy. This policy does not authorise an intimate search or physical compulsion in removing clothing. If necessary, the police would be called.

3.4 Interview: A pupil may be interviewed informally by a member of staff to establish whether there are grounds for a formal investigation. If the pupil is then interviewed formally about a complaint or rumour, arrangements will be made for him to be accompanied by a member of staff of his choice and/or by a parent (if available at the relevant time). A pupil who is waiting to be interviewed may be segregated but made as comfortable as possible, accompanied or visited regularly by a member of staff, and given access to a toilet, telephone and adequate food and drink.

3.5 Ethos: An investigation and any subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures.

4 Disciplinary Meeting

4.1 Preparation: The Chairman of Governors will be informed of the investigation. Documents available at the disciplinary meeting before the Head Master will include:

- a statement setting out the points of complaint against the pupil.
- written statements and notes of the evidence supporting the complaint, and any relevant correspondence.
- the [Deputy Headmaster's] Investigation Report.
- the pupil's school file and (if separate) [House] file and conduct record.
- the relevant school policies and procedures.

4.2 Attendance: The pupil and his parents (if available) will be asked to attend the disciplinary meeting with the Head at which the Deputy Headmaster will explain the circumstances of the

complaint and his investigation. The pupil may also be accompanied by a member of staff of his choice. The pupil and his parents will have an opportunity to state their side of the case. Members of staff will be on hand to join the meeting if needed, and their statements will be disclosed but, in most cases, the anonymity of pupils will be preserved.

4.3 Proceedings: There are potentially three distinct stages of a disciplinary meeting:

4.3.1 The Complaints: The Head Master will consider the complaint/s and the evidence, including statements made by and/or on behalf of the pupil. Unless the Head Master considers that further investigation is needed, he will decide whether the complaint has been sufficiently proved. The standard of proof shall normally be the civil standard, i.e. the balance of probabilities. However, where the allegation against the pupil would amount to a criminal offence under general law, the standard of proof should be beyond reasonable doubt. Appropriate reliance may be placed on hearsay evidence but the Head Master will not normally refer to the pupil's disciplinary record at this stage.

4.3.2 The Sanction: If the complaint has been proved the Head will outline the range of disciplinary sanctions which he considers are open to him. He will take into account any further statement which the pupil and/or others present on his behalf wish to make. The pupil's disciplinary record will be taken into account. Then, or at some later time, normally within 24 hours, the Head will give his decision, with reasons.

4.3.3 Leaving Status: If the Head Master decides that the pupil must leave the School, he will consult with a parent before deciding on the pupil's leaving status (see below).

4.4 Delayed Effect: A decision to expel or remove a pupil shall take effect 72 hours after the decision was first communicated to a parent. Until then, the pupil shall remain suspended and away from school premises. If within 72 hours the parents have made a written application for a Review by the Governors, the pupil shall remain suspended until the Review has taken place.

5 Leaving Status

5.1 Explanation: If a pupil is expelled or required to leave, his leaving status will be one of the following: "expelled", "removed" or "withdrawn by parents"

5.2 Detail: Additional points of leaving status include:

- the form of letter which will be written to the parents.
- the form of reference which will be supplied for the pupil.

- the entry which will be made on the school record and the pupil's status as a leave rearrangements for transfer of any course and project work to the pupil, his parents or another school.
- whether (if relevant) the pupil will be permitted to return to school premises to sit public examinations.
- whether (if relevant) the School can offer assistance in finding an alternative placement for the pupil.
- whether the pupil will be entitled to leavers' privileges.
- the conditions under which the pupil may re-enter school premises in the future.
- financial aspects: payment of any outstanding fees (if applicable) and extras; whether the deposit will be returned or credited; refunded of prepaid fees.

6 Governors' Review

6.1 Request for Review: A pupil or his parents, aggrieved at the Head Master's decision to expel or require a pupil to leave, may make a written application for a Governors' Review. The application must be received by the Representative to the Governors within 72 hours of the decision being notified to a parent, or longer by agreement.

6.2 Grounds for Review: In their application the parents must state the grounds on which they are asking for a review and the outcome which they seek.

6.3 Review Panel: The Review will be undertaken by a three member sub-committee of the Board of Governors. The panel members will have no detailed previous knowledge of the case or of the pupil or parents and will not normally include the Chairman of Governors. Selection of the Review Panel will be made by the Representative to the Governors. Parents will be notified in advance of the names of the panel members. Fair consideration will be given to any bona fide objection to a particular member of the panel.

6.4 Review Meeting: The meeting will take place at the school premises, normally between 3 and 10 days after the parents' application has been received. A Review will not normally take place during school holidays. A Review Meeting is a private procedure and all those who are concerned in it are required to keep its proceedings confidential, subject to law.

6.5 Attendance: Those present at the Review Meeting will normally be:

- members of the Review Panel and the Representative to the Governors or his deputy
- the Head Master and any relevant member of staff whom the pupil or his parents have asked should attend and whom the Head Master considers should attend in order to secure a fair outcome

- the pupil together with his parents and, if they wish, a member of the school staff who is willing to speak on the pupil's behalf. The parents may be accompanied by a friend or relation. The representative to the Governors must be given 7 days notice if the friend or relation is legally qualified.

6.6 Conduct of Meeting: The meeting will be chaired by one member of the Review Panel and will be conducted in a suitable room and in an informal manner. All statements made at the meeting will be unsworn. The proceedings will not be tape-recorded without the consent of both the Chairman and a parent and any tape recording will be used only to assist the panel members in reaching their decision and formulating their reasons and will belong to the School. The Governors' representative will be asked to keep a hand-written minute of the main points which arise at the meeting. All those present will be entitled, should they wish, to write their own notes. The meeting will be directed by the Chairman who will conduct it so as to ensure that all those present have a reasonable opportunity of asking questions and making appropriate comment. Everyone is expected to show courtesy, restraint and good manners. The Chairman may at his/her discretion adjourn or terminate the meeting. If the meeting is terminated, the original decision will stand.

6.7 Procedure: The Panel will consider each of the questions raised by the pupil or his parents so far as relevant to:

- whether the facts of the case were sufficiently proved when the decision was taken to expel or remove of the pupil. The civil standard of proof, namely, "the balance of probability" will normally apply except where the case involves an allegation of a criminal offence in which case the standard of proof will be "beyond reasonable doubt".
- whether the sanction was warranted, that is, whether it was proportionate to the breach of discipline or the other events which are found to have occurred and to the legitimate aims of the School's policy in that respect.
- the requirements of natural justice will apply. If for any reason the pupil or his parents are dissatisfied with any aspect of the meeting they must inform the Chairman at the time and ask the Representative to the Governors to note their dissatisfaction and the reasons for it.

6.8 Identification: If the Head Master considers it necessary in the interests of an individual or of the School that the identity of any person should be withheld, the Chairman may require that the name of that person and the reasons for withholding it be written down and shown to the Panel Members. The Chairman at his discretion may direct that the person be identified, or not as the case may be.

6.9 Pupil's Character: Up to two members of the school staff may speak generally about the pupil's character, conduct and achievements at the School if they are willing to do so.

6.10 Leaving Status: If, having heard all parties, the Panel is minded to confirm the Head Master's earlier decision; it is open to the Panel, with agreement of the Head Master, the pupil and his parents to discuss the pupil's leaving status with a view to reaching agreement.

6.11 Decision: When the Chairman decides that all issues have been sufficiently discussed and if by then there is no consensus, s/he may adjourn the meeting; alternatively the Chairman may ask those present to withdraw while the Panel considers its decision. In the absence of a significant procedural irregularity, the decision of the Review Panel will be final. It will be notified, with reasons, to the parents by the Chairman of the Review Panel or the Chairman of Governors by letter or telephone within three days of the meeting.

The policy will be reviewed and approved by Head Master to make sure it reflects current legislation and is in accordance with the wishes of the Governing Body and Head Master.

ANTI-BULLYING POLICY

Scope from an Islamic perspective:

Prophet Mohammad, may Allah bless him and grant him peace, said, "**Allah will not show mercy to a person who does not show mercy to other people.**"

Bullying is against Islam as it entails injustice being done towards an individual by another. Those that engage in bullying actually have a weak nature and want to compensate for that weakness by trying to be 'superior' to others that they deem inferior to themselves.

Bullying is a form of oppression. Islam explicitly forbids all forms of oppression and injustice. Prophet Mohammad (peace be upon him) said "Be on your guard against oppression, for oppression is a darkness on the Day of Resurrection." (Sahih Muslim)

In a Hadith Qudsi, Allah (SWA) has said: 'I shall take revenge on the oppressor in this life and the next. I shall take revenge on someone who saw a person being oppressed and was able to help him but did not help him.' (Tabraani)

Although the focus of prevention and interventions are often on victims of bullying, it is important to provide support to bullies as well. As the Prophet (peace be upon him) said, **"Help your brother, whether he is an oppressor or he is oppressed." The Prophet was asked: "It is right to help him if he is oppressed, but how should we help him if he is an oppressor?" He replied: "By preventing him from oppressing others."** (Ṣaḥīḥ Bukhārī, Volume 3, Ḥadīth 624)

From this ḥadīth, we learn the importance of helping those who are oppressed but, even more profoundly, the need to assist oppressors by stopping them from committing this infringement on the rights of others. Bullies are often misconstrued as people who simply take pleasure in the pain of

others. However, research has found that some are quite complex and somewhat of a mystery. Many research studies have found that bullies are more likely to exhibit behavioral issues including aggressiveness, hyperactivity, attention deficits and conduct problems. However, contrary to what is normally considered of bullies, one research study found that they suffer from depression, anxiety, psychosomatic disorders, and eating disorders to the same extent as those who were victimized by their bullying.

Some things that may signal that a pupil is bullying others include: being aggressive with others, gets sent to detention often, has unexplained new belongings or extra money, quickly blames others, refuses to accept responsibility for actions, and has a need to win or be the best at everything.

Verbal, Emotional & Psychological (Nonphysical) Bullying

Interactions between individuals, from an Islamic point of view, are governed by the fundamental right of sanctity of life, honor, and property. Therefore, anything that compromises these rights should be stopped. In *Sūrat'l- Hujurāt* (49:10-12), Allāh says, “*Verily, the believers are brothers...*

- *let not some people **mock** others, for they may be better than themselves,*
- *nor (let) women (mock) women who may be better than themselves.*
- *And do not **slander** yourselves, nor revile by (offensive) **nicknames**...*
- *O you who believe, avoid (indulging in) much **suspicion**; truly, some suspicion is a sin.*
*And do not spy or **backbite** one another; would any of you like to eat the flesh of his dead brother? You would abhor that.*
- *And be conscious of Allāh; indeed, Allāh is Relenting, Merciful.”*

These verses emphasize the non-physical face of bullying. Verbal and emotional bullying can have even greater and longer-lasting negative effects on the victims than physical bullying. Many of us may have grown up asserting the maxim, “sticks and stones may break my bones, but words will never hurt me,” however, we soon realize that sometimes words can hurt more than anything else.

The basis of religious care and strengthening the Islamic faith at AKA is of paramount importance for every pupil’s health and welfare. We are committed to creating a safe and caring school community where every pupil is valued and can realise their potential through the provision of stimulating teaching, a wide range of opportunities and excellent facilities. The schools will not tolerate unacceptable behaviour of any kind which prevents this from happening. We encourage an atmosphere where independence, individual talents and academic achievement will be celebrated and flourish without fear.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying results in pain and distress to the victim and impedes learning. The seriousness of bullying in causing psychological damage is understood and accepted. Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

Bullying can take many forms and can be physical, emotional, verbal, racial, religious, cultural, special educational needs and disability, sexual/sexist, homophobic and cyber (social websites, mobile 'phones, text messages, photographs, e-mail) in nature.

The management of AKA School aim to:

- Take bullying seriously and demonstrate that it will not be tolerated.
- Take measures to prevent all forms of bullying in school and off-site activities.
- Educate pupils through the teaching and Islamic education programmes to develop a culture of respect and responsibility towards others, staff, the school environment and self.
- Support everyone in the actions to identify and protect those who might be bullied.
- Promote an environment where pupils are encouraged to tell an adult about bullying.
- Promote positive attitudes in pupils, where there is a focus on helping anyone who needs help.
- Develop responsible, self-confident, caring and adaptable students with the intelligence, character and skills to succeed in a changing world.

This Policy will be supported by the individual bullying and unacceptable behaviour procedures

AKA SCHOOL ANTI-BULLYING POLICY

1. AKA SCHOOL'S AIMS

1) To develop responsible, self-confident, caring and adaptable students with the intelligence, character and skills to succeed in a changing world.

2) To realise the full potential of every student through the provision of stimulating teaching, a wide range of opportunities and excellent facilities within a safe and caring community.

AKA School will not tolerate unacceptable behaviour of any kind which prevents this from happening.

We encourage an atmosphere where independence, individual talents and academic achievement are celebrated and flourish without fear. The rights of each individual to learn in an environment free from unacceptable or aggressive behaviour are accepted throughout the school.

Bullying is not only hurtful, but stops pupils from learning. Through the ethos of the School; the teaching; the Islamic education and practice throughout the daily programme; the School Rules and the Code of Conduct; the School's Behaviour Policy; and the Acceptable Use Policy for ICT (all of which should be read in conjunction with this policy), we endeavour to be proactive in developing a culture of respect and responsibility within the School.

There is a focus on:

Learning being at the heart of the school.

Abiding by the Islamic code of ethics and conduct.

Being polite; always helping anyone who needs help.

Responsibility and respect towards others, staff, the school environment, and self.

A bullying audit is regularly undertaken and discussed by the Imam and the Masjid Committee under the chair of the Deputy Headmaster.

2. DEFINITION OF BULLYING

Bullying is behaviour by an individual or group, repeated over time, that hurts another individual or group either physically or emotionally.

Bullying can take a number of forms:

Emotional	being unfriendly, excluding, tormenting, making threatening gestures.
Physical	pushing, kicking, hitting, punching or any use of violence.
Racist/racial	racial taunts, graffiti, gestures centred on racism, religion and culture.
Sexist/sexual	sexual harassment in any form is bullying.
Homophobic	reference to, or focusing on, the issue of sexual orientation.
Verbal	name-calling, derogatory comments regarding appearance, sarcasm, spreading rumours, teasing.
Cyber	involving the internet, email, text messaging and mobile phone calls. Misuse of camera and video facilities.
Disability	reference to, or focusing on, the issue of disability.

Schools are not directly responsible for bullying which takes place off the school premises, however we would endeavour to provide support to any pupil who faces difficulties. Cyber-bullying is unacceptable inside or outside school and any incident that affects pupils at the school will be investigated and suitable action taken.

3. SIGNS OF BULLYING

A boy may indicate by signs or behaviour that he is being bullied. Staff should be alerted to the possibility of bullying if a boy:

- becomes withdrawn, anxious, or lacking in confidence
- is frightened of other pupils, or wants to remain with adults
- develops erratic attendance patterns or spurious illness (school phobic)
- shows physical symptoms (headaches, stomach aches, fainting, fits, vomiting)
- changes their usual routine; begins to miss commitments
- shows a deterioration in his work
- has possessions which are damaged or 'go missing'; has clothes torn or books damaged
- asks for money or starts stealing money (to pay bully); has money continually 'lost'
- has unexplained cuts or bruises
- cuts meal times or is reluctant to sit with peers at meals; stops eating
- becomes aggressive, disruptive or unreasonable; bullies others

- attempts or threatens suicide or runs away
- is frightened to say what's wrong; gives improbable excuses for any of the above
- begs staff members to do nothing about what they have seen or been told
- is afraid to use the internet or mobile phone

These behaviours and signs might indicate other problems, but bullying should be considered a possibility and should be investigated.

4. DETECTION OF BULLYING

The Anti-Bullying Policy must encourage pupils not to suffer in silence but to 'Speak Out' as bullying thrives in a climate of silence.

Pupils are often reluctant to confide in their parents and in staff. They may also deter parents from talking to staff because of fear of repercussions.

It is everyone's responsibility to ensure that bullying does not happen. If a pupil witnesses or suspects that bullying is happening to another pupil, he has a responsibility to report it.

We provide a wide range of avenues to allow pupils to communicate their concerns. These are:

1. Imam of the Masjid with five daily contacts (prayer times).
2. Form Tutors with twice daily contact with pupils.
3. Ready access to Heads of Section, Assistant Heads of Section, and the Deputy Headmaster to discuss individual concerns (this can be in person or, if easier for the victim, by email).
4. Pupil surveys to assess progress and evaluate the policy, allowing the school to target action.
5. School Council representatives meeting every half term.
6. Form Prefects and Peer Supporters.
7. An independent and confidential School Counsellor available to all pupils free of charge.

Frequent formal meetings to discuss any concerns. These include:

1. Regular meetings between Heads of Section and Form Tutors; Form Tutors are encouraged to keep Heads of Section fully informed of any concerns.
2. Friday prayer and ceremony which can address concerns as they arise.
3. Formal meetings between the Headmaster and Heads of Section following interim reports.
4. Formal whole staff meetings to discuss concerns two or three times each term.
5. Weekly briefing every when staff can raise concerns and issues with other colleagues.
6. An annual review of bullying behaviour within the school which examines the patterns and trends in bullying incidents. This should be presented to the Headmaster.

5. PROCEDURES FOR DEALING WITH REPORTED BULLYING

The School aims to ensure that appropriate actions and responses are adopted by pupils and staff should instances occur. Guidance on response to unacceptable behaviour is given in Appendix B in Staff Memorandum and in the School Behaviour policy.

1. All minor instances of unacceptable behaviour (e.g. bad language, in the context of ordinary conversation) should be checked and can often be dealt with by a cautionary word.

2. All incidents of bullying must be taken seriously and investigated by the member(s) of staff who first become aware of an incident. Cases of suspected bullying must never be ignored. In all cases the incident and any action taken should be reported to the Head of Section as appropriate.
3. The Heads of Section will, in more serious bullying cases, investigate the matter themselves in consultation with the Deputy Headmaster.
4. Any reports to staff of bullying must be followed up, and with care. Staff receiving such a report should immediately establish the facts: What sort of bullying is alleged? When did it take place? Where? Who is involved? What happened? Were there witnesses? Boys may be asked to make written statements – in this case steps should be taken to prevent collusion in the writing of these statements.
5. Independent witnesses must be afforded protection. The information in their statements must be treated confidentially and steps should always be taken to prevent evidence being traced back to the independent witness.
6. Victim(s) of bullying should be given support and made safe from further bullying. The victim(s) may benefit from seeing the School Counsellor and the Imam. In cases where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm' the matter should be addressed as a Child Protection issue and should be reported, by the school's Designated Senior Person to the Local Authority.
7. The level of sanction to be imposed on the perpetrator as both a corrective measure and a deterrent should be appropriate to the specific incident. It may not be appropriate in all cases to impose punitive sanctions. It should be noted, however, that the School's response to systematic and malicious intimidatory behaviour is very strong and may lead to Suspension or Exclusion from the School.
8. The bully may need help to change his behaviour and to understand the victim's point of view. Referral to the School Counsellor and Imam, if not already involved, should be considered.
9. In some cases, a cause of the inappropriate behaviour is a misperception by the perpetrator as to the true feelings of his victim. It is vital that an Islamic based programme of re-education is put in place alongside sanctions where appropriate. With the agreement of the victim and within a carefully controlled forum it is often effective to encourage the two parties to talk openly together in a 'restorative justice' session (this might also involve inviting the parents in too). Discussions between the perpetrator and the victim may help identify the 'trigger factor' which will assist in preventing recurrence.
10. Heads of Section should record details of all instances of bullying and these will be recorded in the boys' file and entered in to the School's Bullying Audit which is presented to the Headmaster. Schools are not directly responsible for bullying which takes place off the school premises, however we would endeavour to provide support to any pupil who faces difficulties. Cyber-bullying is unacceptable inside or outside school and any incident that affects pupils at the school will be investigated and suitable action taken.

6. PREVENTATIVE MEASURES

a) By Education

The School aims to provide an education with reference to the Islamic teaching so that pupils can recognise what is or is not appropriate behaviour so as to prevent bullying. This is achieved through a variety of methods including:

1. A comprehensive programme of Religious Education, daily reflections after prayers, Friday sermon, and Whole-School Assemblies.
2. Study of human relationships e.g. within English and General Studies.
3. Opportunities to write about their own relationships.
4. Acquire role models of behaviour from staff, Form Prefects and pious well behaved boys.
5. Set out clear guidelines for boys on what is/is not appropriate behaviour as indicated in the School rules.
6. Form Prefects and Peer Support offering peer support to younger pupils.
7. The inclusion of pupil behaviour as one aspect of target setting for pupils where appropriate.
8. Instruction on the Acceptable Use Policy for ICT and provision of resources on cyber-bullying.

b) By Environment

The School aims to provide a structured, disciplined and caring environment. This is achieved through a variety of strategies including:

1. All staff taking an active role in encouraging positive behaviour inside and outside the classroom.
2. Breaches of School discipline and instances of bullying being dealt with promptly, firmly and fairly.
3. Regular adult presence in all areas of the School.
4. Information and training is provided to ensure that all staff know the following;
 - a. How to manage behaviour
 - b. How to detect bullying behaviour
 - c. How to respond to bullying behaviour
 - d. Key staff should attend external training and then disseminate the key points with others.
5. Provision of a comprehensive range of co-curricular activities.
6. Use of appropriate safeguards in ICT (as defined by ICT Strategy).
7. Emphases on participation in daily congregation prayers and reflections after prayers.

7. THE BOARDING HOUSES

In accordance with the National Minimum Standards (NMS) for Boarding Schools Standard 12 (Promoting Positive Behaviour and Relationships), the School has an effective policy on countering bullying, which is known and understood by parents, boarders and staff.

Induction for New Boarders

New Boarders participate in a programme of induction which includes aims, principles and information regarding the promotion of positive behaviour in the boarding community.

Support for Boarders

Boarders who experience bullying are suitably supported, and pupils who may bully others are also given suitable help and guidance in accordance with the whole school Anti-Bullying Policy. Additionally, each Boarder has a choice of staff he can turn to for personal guidance or help with a personal problem including their personal tutor, House Parents or Assistant House Parent, or any duty Boarding staff member. Boarders have access to external support agencies who they can contact directly about problems in School. Web addresses and numbers are displayed around the Boarding House for help-lines and contact information.

Cyberbullying and Boarders

The School has a specific Acceptable Use Policy for boarders, designed to protect boarders from potential harm deriving from their use of the internet, mobile telephones and other electronic and digital technology or systems. Boarders have access to information about the safer use of electronic means of communication and are adequately safeguarded from potential harm. The School operates proportionate systems to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by Boarders without unnecessarily or compromising the privacy of boarders or their ability to communicate with their parents/carers or outside agencies they may wish to contact in case of problems or distress.

Prefect Duties

House Prefects have clearly defined duties and responsibilities and measures are in place to counter any abuses of the role.

8. REVIEW OF POLICY AND PROCEDURES

The Unacceptable Behaviour Policy must be effectively implemented and regularly reviewed to ensure its effectiveness. By using formal questionnaires, regular review and thorough discussion, an assessment of the extent of any intimidating behaviour is made on a regular basis. The policy is re-evaluated and strengthened in the light of this assessment.

9. CHECKLIST FOR STAFF (Immediate Responses to Bullying)

If you come across bullying what can you do?

First steps: do –

- Remain calm; you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation.
- Take the incident or report seriously
- Take action as quickly as possible
- Think hard about whether your action needs to be private or public; who are the pupils involved?
- Reassure the victim(s); don't make them feel inadequate or foolish.

- Offer concrete help, advice and support to the victim(s)
- Make it plain to the bully that you disapprove
- Encourage the bully to see the victim's point of view
- Punish the bully if you have to, but be very careful how you do this. Reacting aggressively or punitively gives the message that it's all right to bully if you have the power
- Explain clearly the punishment and why it is being given.
-

Involving others: do-

- inform the Form Tutor, Head of Section and Deputy Head Master
- inform colleagues if the incident arose out of a situation where everyone should be vigilant, e.g. unsupervised toilets
- inform both sets of parents calmly, clearly and concisely; reassure both sets of parents that the incident will not linger on or be held against anyone. The Form Tutor or Head of Section may choose to do this.

Final steps: do-

- make sure the incident doesn't live on through reminders from you
- try to think ahead to prevent a recurrence of the incident, if you uncover the trigger factor.

If you have to deal with bullying, what should you avoid?

Don't

- be over-protective and refuse to allow the victim to help him
- assume that the bully is bad through and through; try to look objectively at the behaviour, with the bully
- keep the whole incident a secret because you have dealt with it
- try to hide the incident from the parents of the victim or of the bully call in the parents without having a constructive plan to offer either side.

10. ADVICE FOR PUPILS

Pupils are to be issued with the following anti bullying advice (Don't Suffer in Silence)

If you are being bullied

- try to stay calm and look as confident as you can
- get away from the situation as quickly as possible
- tell you tutor or a teacher what has happened straight away After you have been bullied
- tell your tutor, a teacher or another adult in the school

- tell your family
- if you are scared to tell an adult by yourself, ask a friend to come with you
- keep speaking up until someone listens and does something to stop the bullying
- don't blame yourself for what has happened

When you are talking to an adult about bullying, be clear about

- what has happened to you
- how often it has happened
- who was involved
- who saw what was happening
- where it happened
- what you have done about it already
- If you find it difficult to talk to someone at school or at home, child helpline or police.

Part C – Grievance Process

COMPLAINTS POLICY

1.0 Introduction

1.1 AKA will strive to have pride in offering quality teaching based on the Qura'n and the Islamic teaching of Prophet Mohammad (peace be upon him). However, if parents or guardians do have a complaint, they can expect it to be treated by the Schools in accordance with this Policy and Procedure. Our aim is to have an open organization, climate and culture.

2.0 Policy

2.1 In our Schools, we wish to have a community that listens and is able to respond in a positive, appropriate and sympathetic way to any concerns. It is important that all stakeholders feel valued and involved with the school and are able to voice their concerns. This is helped where the culture of the school is open and where all complaints are received in a positive manner.

2.2 All concerns need to be handled seriously. A gentle expression of concern, or a simple query, may grow into a painful matter if people feel that they have been brushed aside. Equally, issues with the potential to become acutely difficult may dwindle and fade if they're handled well at the initial stage.

3.0 Procedure

Stage 1 – Informal Resolution

Contact: Tutor, Key Stage Coordinator or Deputy Head

Timescale: Complaint acknowledge within 24 hours

Aiming for resolution within ten working days

3.1 It is hoped that most complaints and concerns will be resolved quickly and informally.

3.2 If parents or guardians have a complaint, they should contact the pupil's form Tutor or Key Stage Coordinator, or the Deputy Head. If he is not the appropriate person to deal with it, he will pass it to the person who is. If this individual cannot resolve the matter alone, it may be necessary for him to consult the Deputy Head or the Head.

3.3 Boarders' parents or legal guardians should direct complaints to the Boarding House Parents. Alternatively, they can be directed to the Head Master or Deputy Head.

3.4 The aim is to resolve the matter promptly to the parents' or guardians' satisfaction.

3.5 Complaints made directly to the Deputy Head or the Head will be referred to the relevant member of staff unless the Deputy Head or the Head deems it appropriate to deal with the matter personally.

3.6 The member of staff in receipt of the complaint/concern will make a written record of it and the date on which it was received. Should the matter not be resolved within ten working days or in the event that the member of staff and the parent fail to reach a satisfactory resolution, then parents or guardians will be advised to proceed with their complaint in accordance with Stage 2 of this Procedure.

Stage 2 – Formal Resolution

Contact: Head

Timescale: Head to contact parents within five working days

3.7 If the complaint cannot be resolved at Stage 1 (Informal Resolution), then the parents or guardians should put their complaint in writing (letter rather than e-mail) to the Head stating explicitly that, having been through Stage 1 of the procedure, they remain dissatisfied and now wish to make a "formal complaint". The Head will decide, after considering the complaint, the appropriate course of action to take.

3.8 In most cases, the Head will speak to the parents or guardians concerned, usually with another member of the Senior Management Team present, within five working days of receiving the complaint. If possible, a resolution will be reached at this stage.

3.9 It may be necessary for the Head to carry out further investigations.

3.10 The Head will keep written records of all meetings and interviews held in relation to the complaint.

3.11 Once the Head is satisfied that, so far as is practicable, that all of the relevant facts have been established, a decision will be made and parents or guardians informed in writing, detailing the reasons.

3.12 If parents or guardians are still not satisfied with the decision, they should proceed to Stage 3 of this Procedure.

Stage 3 – Panel Hearing

Contact: Foundation Secretary, who will call Complaints Panel

Timescale: Hearing to take place within 28 working days.

Any documentation to be provided no later than five days before the hearing.

Decision made within five days of hearing.

3.13 If parents or guardians seek to invoke Stage 3 (following a failure to reach resolution at Stages 1 or 2), they will be referred to the Foundation Secretary, who has been appointed by the Governors to call hearings of the Complaints Panel.

3.14 The matter will then be referred to the Complaints Panel for consideration. The Panel will consist of at least three persons not directly involved in the matters detailed in the complaint, one of whom shall be independent of the management and running of the school. Each of the Panel members shall be appointed by the Governors. The Foundation Secretary, on behalf of the Panel, will then acknowledge the complaint and schedule a hearing to take place as soon as practicable and within 14 working days.

3.15 If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than 5 days prior to the hearing.

3.16 The parents or guardians may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not be appropriate.

3.17 If possible, the Panel will resolve the parents' or guardians' complaint immediately without the need for further investigation.

3.18 Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts they consider relevant, the Panel will reach a decision and may make recommendations, which, unless there are any extenuating circumstances, it shall complete as soon as reasonably possible within 5 working days of the Hearing. The Panel will write to the parents or guardians informing them of its decision and the reasons for it. The decision of the Panel will be final. The Panel's findings and, if any, recommendations will be sent in writing to the parents or guardians, the Head, the Governors and, where relevant, the person complained of.

4.0 Ministry of Education (MOE)

Parents can make a complaint to MOE if they so wish, although it is expected that complaints will go through the school's complaints procedure first.

Records of such complaints are kept for at least three years.

5.0 Boarding House

5.1 AKA School has a Boarding House.

5.2 Boarders' parents or legal guardians should direct complaints initially to the Boarding House Parents. Alternatively, they can be directed to the Head Master or Deputy Head Master Boarding House. Complaints will be addressed promptly.

5.3 This policy is available to all staff, boarders and parents.

5.4 Boarders and their parents are informed by the school of how they can contact Local Authority Designated Officer regarding any complaint concerning welfare. Boarders have access to a range of people and organisations to whom they can express a complaint outside of the school.

5.5 A Guide for Boarders: What to do if you have a complaint?

Boarders are able to raise specific issues relating to the House Council Meetings, through prefects and senior boys within the House, or directly with the Boarding House Parents. The Boarding House Parents maintain a record of all complaints, for regular review by the Head Master or member of the Senior Management Team.

There are a number of different people who are willing to work to resolve a complaint from boarders. These include the House Parents, Assistant House Parent, Boarding House Tutor, the Deputy Headmaster, the Head Master, School Nurse or any member of staff.

We would expect one of these to be the first person you speak to if you have a complaint about the School or a member of staff. However, if you do not feel able to speak to a member of staff, other people to talk to are: the Imam, the School Counsellor, the School Doctor, one of the School Governors.

Boarders, should they wish, can make a complaint directly to Child Youth and Family Help Line: telephone **0508 FAMILY** or 0508 326 459

If you prefer, you can submit a written complaint to one of the people mentioned.

Boarders are aware that they will not be penalised for making a complaint in good faith.

Who else needs to know?

The School understands that you may wish to talk about a problem only if it is kept secret. In many cases, this is possible, but there are three exceptions you should be aware of:

The Head Master is required by the Governors to make sure he is aware of all issues affecting the safety and welfare of pupils at the School. This means that the Head Master will need to be kept informed by school staff of the broad nature (but not usually the details) of any serious health, safety or welfare issue of which they are aware. If your problem or complaint involves the Headmaster, then one of the Governors or the Deputy Head will be informed.

If there is a suggestion of abuse, the School's Designated Person for Child Protection may have to be informed in order to protect the safety and welfare of you and/or of other pupils at the School.

The School has a legal duty to keep your parents/guardians informed about your welfare and progress at school. However, if you do not wish them to be informed, please say so, so that the options can be discussed with you.

6.0 School Holidays

6.1 In the event of a parent making a complaint in holiday time, it will be dealt with as soon as is reasonably possible.

7.0 Record-keeping

7.1 Written records will be kept of all complaints and of whether they are resolved at the preliminary stage or proceed to a panel hearing.

7.2 Parents or guardians can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential

except where disclosure is required in the course of the school's inspection; or where any other legal obligation prevails.

8.0 Reporting

8.1 Brief summaries of complaints reaching Stage 3 would be reported to the Governors to ensure that any lessons are learned. Care will be taken to preserve the impartiality of Governors in case of later Appeals Panels on any of the complaints presented.

8.2 At the beginning of each academic year, a report would be provided on Stage 2 complaints made in the previous academic year. The number of complaints would be publicised via the School Web Sites.

BEHAVIOUR POLICY

To be read in conjunction with the Policy for Expulsion.

It is expected that all parents support this policy.

All pupils are expected to sign and conform to the Code of Conduct, as published in the homework diary:

Pupils sign the Code of Conduct agreeing to:

- Move in an orderly fashion and show courtesy to everyone
- Show respect and care for others at all times
- Eat only around the tuck shop, in the dining room and, with form tutor's permission, in the form room
- Care for the School environment
- Not bring valuables, including electronic equipment to school
- Be aware of the health and safety of myself and others
- Wait quietly for teachers before lessons.
- Wear their uniform properly.
- Be a good ambassador for the School.
- Not drop litter.
- Behave appropriately on the way to and from school.
- Attend congregational prayers , practices, rehearsals, matches and performances as required.
- Abide by all other School rules.

In the classroom, pupils agree to:

- Arrive on time.
- Have everything they need for the lesson.
- Listen when the teacher or another pupil is talking.
- Try to do work of a high standard.
- Take care of their books.
- Put up their hand if they wish to speak.

In homework and coursework, pupils agree to ensure that:

- They know what the homework is.
- They complete it to the best of their ability.
- It is handed in as requested by the teacher.
- They do their own work.
- They talk to the teacher if they are having problems.
- A Form Room Code of Conduct is agreed at the start of the academic year by discussions between the form tutor and form members.

Basic Classroom rules:

1. There should be an orderly and punctual entry into the classroom.
2. There should be no talking when the teacher talks or when a pupil is answering a question.
3. There is no eating in class, no use of mobile telephones or electronic equipment, except calculators and as instructed by a member of staff.
4. There should be no unauthorised movement, making of unacceptable noises or throwing of objects in the classroom.
5. Boys are expected to put their hand up for attention.
6. There should be an orderly exit, with the classroom tidied and pupil appearance checked.

All staff should establish clear rules and expectations in regard to classroom behaviour. A well planned classroom with attractive displays and provision of resources is encouraged to create a positive learning environment.

Boys should see that rules are in place to maximise learning.

System of Rewards

A good standard of work and/or behaviour should be reinforced by appropriate rewards.

Rewards include:

Verbal praise to the pupils and/or their parents.

Written praise on the individual piece of work, School Reports, The Portcullis, etc.

Issuing a Credit in the Homework Diary.

Reward cards sent home by members of staff. These can be obtained from the staff work area.

Teachers write their comment on the card and then send it to reception from where it will be addressed and sent home.

Public mention of achievements in School Assembly, at Section Assemblies and Friday ceremonies.

Please convey this information to the Deputy Head Master or the Head of Section.

Form Tutors should monitor the credits awarded to pupils within their form and submit credit totals to Heads of Section at the end of each term. These will then be included on school reports.

Reprimands and Punishments

Staff are encouraged to emphasise the positive - what the pupils should be doing rather than complaining about what they are doing.

Staff should criticise the behaviour and not the individual.

Staff should include in any reprimand an explanation of why the rule is required to benefit the learning of themselves and others

Staff must avoid unfair comparisons. Pupils will be sensitive to reprimands that label them as members of a specific group.

Staff should avoid reprimanding the whole class. This frequently leads to resentment and parental complaints from the more responsible and co-operative pupils.

Staff should always give the boy(s) the opportunity to give his version of events prior to administering any disciplinary action.

Staff should avoid making hostile remarks – especially using sarcasm and ridicule. Once a pupil feels disliked, disaffection will follow.

Be consistent and firm. Emphasising the need for disciplined behaviour to allow maximum learning.

Lunchtime Detention

Lunchtime Detention takes place in the Student Support Centre. Boys can then be expected to immediately catch up with missed work, or improve on poor quality work, whilst losing their free time.

The detention will usually take priority over any other commitments to clubs and societies. Whilst parents will not be informed, the lunchtime detention should be recorded. The Form Tutor and Head of Section are electronically notified. Boys who receive three lunchtime work detentions in any one half-term will be issued with a Saturday Detention by their Head of Section. In this instance, parents will be notified by letter.

Community Detention

A boy may be placed in Community Detention for poor behaviour. This takes place midweek after school. Parents must be notified where boys are detained after school.

Boys missing a lunchtime detention may be issued with a Community Detention.

Saturday Detention is more serious than a mid-week detention and takes place Saturdays (time to be decided) in the Student Support Centre. Heads of Section and senior teachers may use such detentions where pupils have received three work detentions in any one half-term, or for serious misdemeanours. All teachers may recommend a pupil for Saturday Detention to the Head of Section. Parents must be notified where boys are detained outside of normal school hours.

Detentions should be used sparingly, and in the vast majority of cases only after other ways of dealing with misbehaviour have been attempted. These include changes in teaching strategies, counselling and reprimands.

Pupils must not be asked to complete mindless tasks, such as the writing of lines.

Ideally, detention should not be a stand-alone action. There should be a process of reflective discussion designed to prevent such occurrences in the future. Form Tutors should be involved in the initial discussions, with Heads of Section brought in to this process as required.

Deputy Head Master's Detention

This sanction is intended as a punishment for an offence which is more serious than warrants a mid-week or Saturday detention but, nevertheless, does not call for suspension. It consists of a detention from (time to be determined) from Monday to Friday under the Deputy Head Master's supervision.

There can be no appeal (except to the Head Master), nor can any prior commitment be kept. A boy may not represent the School at games or anything else during the period of detention.

A member of staff wishing to place a boy in this detention should first discuss the matter with the Deputy Head Master and Head of Section. The Deputy Headmaster will keep a record of his detentions.

A system of appeal exists for boys for all detentions through the Deputy Head Master.

Head Master's Sanctions

Internal Suspension, Suspension or Exclusion are the prerogatives of the Head Master only. The Head Master may choose to exclude a boy after consultation with the Chairman of Governors.

Daily Report

Heads of Section, in consultation with Form Tutors, may decide to place a pupil on 'Daily Report'. They will issue the appropriate report card to focus the pupil on maintaining a sustained period of acceptable and appropriate behaviour.

The pupil should discuss the report comments with the Form Tutor on a daily basis at registration and with the Head of Section at the end of the report period. Parents should be informed that a pupil has been placed on report and should sign the report card at the end of each school day.

Exclusion from the classroom

It is anticipated that on some occasions a pupil's behaviour may be unacceptable within the class community. In such circumstances, it may be appropriate to exclude them from the classroom for a short period of reflection, for example, 5-7 minutes. Should a longer period of classroom exclusion be deemed worthy, or the boy continues to misbehave after returning from a short period of exclusion, the pupil must be sent to the main school reception where the Deputy Head Master will be informed. Staff should notify the Deputy Head Master of the reasons for such a sanction.

Staff Support

Disclosure of classroom discipline and behavioural problems must not be viewed as an admission of staff weakness. All staff have experienced difficulties in teaching some pupils and groups. It is unlikely that you are the only member of staff experiencing difficulties with the individual or a particular group. Developing a consistent approach to discipline and behaviour should provide us with the opportunity to share problems, identify needs and have a shared focus in exploring solutions and possible means of support. Staff must seek the support and guidance of trusted colleagues, senior teachers, Imam and Islamic education committee.

All staff are expected to support the work of each other by consistently applying this approach to behavioural issues.

6.2 Personnel

Part A - Key leadership roles

An-Nur Kiwi Academy takes pride in recruiting a highly qualified team of teachers and staff from various backgrounds. The School Board consists of many credible community members.

The school staffing in Year 2014 will comprise the following

Position	Name	Qualification	Remarks
Principal	To be appointed		
Deputy Principal	To be appointed		
Assistant Principal			
School Administrator	To be appointed		
Finance Officer	To be appointed		
School Secretary	To be appointed		s 9(2)(a) OIA
Computer Technician	To be appointed		
Islamic studies Head Teacher			
Mathematics & ICT Head Teacher			
Science Head Teacher [Chemistry, Biology, Physics]			
Head of English Languages	To be appointed		
Head of Arabic Languages	To be appointed		
Head of Physical Education	To be appointed		
Hostel Manager	To be appointed		
Cafeteria Manager	To be appointed		
Caretaker	To be appointed		
Bus Driver	To be appointed		

The Founding Committee has engaged a legal advisor and will engage a human resource agency to prepare job descriptions for all positions required for scholastic year 2014. Currently, the Founding Committee has 4 applicants namely

s 9(2)(a) OIA

to resume senior teaching/ Admin positions in AKA as shown in above Table.

Their CVs are attached in **Appendix 2**.

School principal: Holder of New Zealand University Degree in Education or equivalent and have TC registration. Have 10+ years of experience as senior management position in New Zealand high school. The School principals may do all or some of the following:

- provide leadership for teaching and administrative staff
- supervise the guidance and discipline of students
- foster relationships between their schools and local communities
- report to parents, whānau or caregivers on students' progress
- market their schools' services
- advise boards of trustees and ensure their guidelines are met
- manage school budgets
- provide reports to the Ministry of Education and community groups
- seek government funding and sponsorship for their schools
- teach classes.

The School principal skills and knowledge need to have:

- knowledge of the curriculum, and teaching skills
- knowledge of management systems and methods
- understanding of Ministry of Education guidelines
- classroom management skills, including an understanding of behaviour management
- knowledge of school rules and procedures, including safety and emergency procedures.

School Teachers: Holder of New Zealand University Degree in their subject and followed by a one-year Graduate Diploma of Teaching (Secondary) or a combined specialist subject degree and secondary teaching qualification. Have TC registration. Have 5+ years of experience as teachers in New Zealand high school or overseas.

Part B - Qualifications of school staff

AKA shall give preference to candidates who are registered teachers. The following is a scenario for the school registered teachers ratio.

Year	% Registered Teachers
2014	60
2015	80
2016	100

Employment process:

Advertisement: Positions will be advertised in the Education Gazette and on TradeMe and publicized among New Zealand Muslim organizations via their web page and newsletters.

Selection: After the application closing date, a short-listing process is completed matching applicants to the key competencies and person specifications for the role. This can take up to two weeks.

Interview and assessment: The interview of shortlist will commence, candidate will be invited to a competency-based panel interview. For all manager and team leader roles, and some other roles, candidate may be asked to complete psychometric and/or skills assessments. At the interview, the candidate will be asked to confirm information supplied including citizen/residency and work permit status checks.

Equal employment opportunities: AKA has an equal employment opportunities policy. All candidates selected to attend for interview may bring along a whānau or support person.

The interview: The interview is the opportunity to meet with the candidate, collect information from the candidate about his suitability for the role, and to assess the match between the candidate and the requirements of the position applied for.

The appointment: Once a selection decision has been made, the successful candidate will be contacted and an offer made. Unsuccessful candidates will be contacted either by email or phone.

Pre-employment checks: It is important that people who work for AKA are honest and trustworthy. Police vetting will be conducted to verify criminal convictions screening. The candidate will be contacted before performing these checks..

Verifying qualifications: AKA will also verify the candidate academic qualifications, current practicing certificates and membership of professional bodies (if required for the role). If appointed the candidate will need to provide original copies of your qualifications for verification.

Part C - Staffing Plan

AKA Staffing Plan for Teachers for Year 2014

Subject	FTE	Student: teacher
Islamic Studies	0.5	25:1
English Language	1	25:1
Science	1	25:1
mathematics	0.5	25:1
Arabic language	0.5	25:1
ICT	0.5	25:1
Physical Education	1.0	25:1

Part D – Employment Policies

Full Description of human resources policies (salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans, and other matters related to staffing) will be prepared by the administration of the school once AKA is registered with Ministry of Education and AKA PSKH application is approved.

Part E - Volunteers and contractors

AKA does not anticipate using volunteers and/or contractors in year 2014:

Part F - Performance Management and Appraisal

Detailed description of assessing teaching practices and appraisal processes will be prepared by the administration of the school once AKA is registered with Ministry of Education and AKA PSKH application is approved.

7 Acceptance of Draft Agreement

The Crown's commercial position is reflected in the draft Partnership Schools | Kura Hourua Key Agreement Terms and Principles attached as Schedule 1 to this RFA (the **Draft Agreement**).

The Draft Agreement is indicative of the clauses to be included in, and the structure of, the final Contract. However, the clauses in the Draft Agreement are not necessarily in their final form although they do give an indication of the Crown's commercial position in relation to each clause. The Draft Agreement also notes that there are some final positions that may need to be reflected in the final Contract that are still under consideration.

Clause 1 of the Draft Agreement provides an introductory 'road map' summary of the Draft Agreement to assist in understanding how the Draft Agreement is structured.

The Crown may amend or add to the terms in the Draft Agreement prior to execution as the terms of the Draft Agreement are refined or to include necessary detail from the Sponsor's proposal. The population of the Schedules is one key area of the Draft Agreement that will need to be completed as a result of the Sponsor's proposal. This will occur during the contract negotiation phase if an Applicant is invited to enter into commercial negotiations with the Crown.

Each Applicant is asked to confirm its acceptance of the Draft Agreement. If you would not be prepared to enter into the Draft Agreement in the form attached, please include in your proposal the amendments you require to the form of contract and the reasons you are requesting them, propose an alternative position that would protect the interests of both parties and confirm that all the other clauses in the agreement are acceptable.

Clause number	Detailed explanation of why the clause is unacceptable	Proposed new position that protects the interests of both parties

The Crown will, in its absolute discretion, take such proposed amendments into account during the evaluation process, but the Minister is under no obligation to accept any such proposed amendments.

Should an Applicant be selected to proceed to contract negotiations, only those provisions identified as requiring amendment in the Application and any entirely new provisions that the Minister may introduce as forming part of the final Contract can be the subject of contract negotiations. Any attempt by any Applicant to raise new or different issues may result in the Minister terminating contract negotiations with that Applicant.

8 Assumptions, Risks and Caveats

Requirement: Please provide a table that lists ALL noted assumptions, risks and caveats made throughout your proposal.

Reference	Type (A / R / C)	Subject	Comment
1			
2			

9 Applicant Declaration

Each Applicant is required to complete the following Declaration. For joint or consortium Applications each party must complete a separate Declaration.

Declaration		
Topic	Requirement	Applicant's declaration
RFA response:	The Applicant has prepared this application independently to operate a PSKH. OR jointly with [insert name of Applicant#2] OR in consortium with [insert names of consortium Applicants]	agree
RFA terms:	The Applicant has read and fully understands this RFA, and the RFA terms in Part Three of this RFA, and agrees to be bound by them.	agree
Collection of further information:	The Applicant authorises the evaluators to: <ul style="list-style-type: none"> a. collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client b. to use such information in the evaluation of the Applicant's Application. 	agree
Objectives and Requirements:	The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in part one and two of this RFA. The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a PSKH and will be available to operate their PSKH throughout the proposed contract period.	agree
Contract terms and conditions:	The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in our proposed conditions of contract or has completed the table of proposed contract derogations in the form set out in paragraph 7 of this Part Two of the RFA. If successful, the Applicant agrees to sign a contract based on these terms and conditions.	agree
Conflict of interest:	The Applicant warrants that it has no actual, potential or perceived conflict of interest in submitting this Application, or entering into a contract to operate a PSKH. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.	agree
Ethics:	The Applicant warrants that in submitting this Application it has not: <ul style="list-style-type: none"> a. entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor b. directly or indirectly, approached any representative of the Minister, Ministry or the 	agree

	<p>Board to lobby or solicit information in relation to the RFA (except where allowed for during the Clarification period).</p> <p>c. has not attempted to influence, or provide any form of personal inducement, reward or benefit to any representative of the Minister, Ministry or the Board.</p>	
Offer validity period:	The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.	
Applicant interview	The Applicant acknowledges that if requested, the Applicant will be available to attend an interview in Wellington at a location to be determined by the Board over a one week period, with time slots given on a first-in first-served basis.	agree (I am overseas until 10/5/2013)
Declaration:	<p>The Applicant declares that in preparing this Application it:</p> <ul style="list-style-type: none"> a. has provided complete and accurate information in all parts of the Application, in all material respects b. has secured all appropriate authorisations to submit this Application and is not aware of any impediments to its ability to enter into a formal contract to deliver the outcomes. <p>The Applicant understands that should it be successful in being awarded a contract with the Minister then the falsification of information, supplying misleading information or the suppression of material information in relation to this RFA will be grounds for termination of the contract.</p>	agree
<p>DECLARATION</p> <p>This Application has been approved, and is signed by, a representative of the Applicant who has the authority to do so. This representative is named below.</p> <p>This representative declares that the particulars provided above and in the attached Application documents are accurate, true and correct.</p>		
Signature:		
Full name:	Dr. Mohammad Alayan	
Title / position:	Chairman/ Board of Trustees	
Date:	Monday 15-4-2013	

10 Applicant Check List

A check list is included below, for your reference only.

Action Required		Done
1.	Submit the Intent to Respond Notification (Application Section 1) to applications@partnershipschoools.education.nz by 5:00 PM Friday 22 nd March 2013	Yes
2.	Submit all questions requiring clarification (if required) by 5:00pm, Friday 5 th April 2013	Yes
3.	Complete all required sections of the application.	Yes
4.	Nominate and provide details on 3 suitable referees	Yes
5.	Submit your CD Rom / memory stick and paper copies of the following documents by 12:00 (Noon) Tuesday 16 th April 2013	Yes
	Seven paper copies of your Application in a Word format (with at least one copy unbound and/or stapled)	Yes
	One paper copy of the Excel spread sheet containing your commercial information/financial details	Yes
	One CD Rom or memory stick containing an electronic copy of each of the sections of your response	Yes
	Applicant declaration of compliance	

Appendixes