13.3 Escalation Steps if Grievances Are Not Resolved

Step 1: Class teacher/assigned officer

Step 2: Head Teacher/Deputy

Step 3: School Management/Committee review

Step 4: Where required, report to the relevant education authority or legal/regulatory bodies

Deadlines for responses should be defined (e.g., acknowledge within X days; resolve within Y days where feasible).

14. Cultural Awareness and Inclusion Policy

14.1 Promotion of Diversity and Inclusion

The academy values all learners and promotes respect across cultures, languages, traditions, and religion. Learners must not practice discrimination or exclusion.

14.2 Respecting Various Cultural Backgrounds

Learners are encouraged to:

- Respect cultural practices that do not conflict with school rules and safety
- Work positively with classmates from different backgrounds

School events may include cultural days or programs celebrating diversity.

14.3 Education on Cultural Sensitivity

Teachers integrate lessons on respect, empathy, and inclusion into classroom activities. Learners participate in discussions, assemblies, and activities that build understanding. Staff model inclusive behavior and handle cultural misunderstandings fairly.

15. Staff Policies

15.1 Code of Conduct for Teachers and Staff

Staff must maintain professional behavior, punctuality, and accountability. Staff should:

- Treat learners with respect and fairness
- Provide equitable attention
- Maintain confidentiality of learner matters
- Use safe, ethical teaching methods (no humiliation, no corporal punishment)

Staff must follow school procedures for recordkeeping, supervision, and reporting.

15.2 Professional Development Requirements

Staff participate in:

- In-house training workshops

- Subject/teaching methodology trainings
- Mandatory trainings (where required by education authority)

Performance reviews consider instructional effectiveness, lesson planning and documentation, and evidence of professional growth.

15.3 Recruitment and Retention Practices

Recruitment follows fair selection processes:

- Required qualifications and verification
- Background checks where applicable
- Reference checks and interview assessments

Retention focuses on supportive supervision, training opportunities, clear career/role expectations, safe workplace practices, and staff welfare.

16. Crisis Management Policy

16.1 Procedures for Handling Emergencies

The academy maintains an emergency response plan covering natural disasters, severe weather disruptions, medical emergencies/outbreaks, and security threats/violence incidents.

Roles are assigned: Incident commander, Evacuation leader, First aid team, and Headcount officer. Learners must follow staff instructions during crises.

16.2 Communication Plans During Crises

The school uses an approved communications approach:

- Internal: staff briefing/chain of command
- External: parents/guardians via phone/Whatsapp/SMS/email where possible
- Where necessary: police/fire/medical services

Communication should include location and nature of incident, actions taken, and safety instructions. Only authorized staff share updates.

16.3 Psychological Support Services

After a crisis, the school provides emotional support and counseling referrals, safe spaces for learners to talk, and follow-up check-ins for vulnerable learners.

17. Data Protection Policy

17.1 Guidelines for Handling Student and Staff Data

Learner records (names, grades, medical info, discipline records) must be treated as confidential. Staff must:

- Access only data necessary for their role