



Complaints policy and procedures for parents/legal guardians and students in the IB Diploma Programme

**II Liceum Ogólnokształcące im. Tadeusza Kościuszki w Kaliszu
IB WORLD SCHOOL 049645**



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1. IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

2. II Liceum Ogólnokształcące im. Tadeusza Kościuszki mission statement

Our mission is to create safe and supportive environment allowing for the comprehensive education of our students. We create a friendly atmosphere in which students appreciate education and develop their life-long curiosity about the world.

Through combined effort of our staff and through cooperation with other schools and organizations, the students develop the attitudes and skills essential for life-long learning and become responsible and compassionate citizens.

We offer every student at our school the chance for holistic and well-rounded growth across three dimensions: intellectual, physical, and emotional. Within our educational environment, students cultivate the skills to become imaginative, open-minded, and courageous individuals, striving to contribute to the creation of a more positive world.

We want our students to be independent, learn how to show respect to people representing different cultures, how to effectively cooperate with other people and how to solve problems.

The students in II Liceum Ogólnokształcące im. Tadeusza Kościuszki:

- aim to be responsible for their own process of education,
- are curious about the world and learn how to use various sources of information,
- make efforts to speak at least two languages to communicate in the contemporary world,
- are ready to take up new challenges,
 - develop their interests and passions,
 - respect themselves and other people, including those from other cultural background.

3. IB Learner Profile and Complaints Policy

Our Complaints Policy ensures that all complaints are handled fairly and efficiently. By creating a respectful, understanding, and transparent environment we want to resolve issues in a manner that upholds the dignity and integrity of all parties involved. In this way, a community of inquirers, thinkers, communicators, and principled individuals can work together to improve programme implementation. We believe that when all the parties involved, not only the students, exhibit the attributes outlined below, the problems will be solved in the best possible way.

IB learners strive to be:

- **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.
- **Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
- **Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

We would like to encourage all the parties involved to adopt an inquiring approach and seek a deeper understanding of issues, promoting open dialogue and clarity. Being knowledgeable about one's rights and responsibilities, as well as knowing the procedures within the complaints process, will make it more efficient. Open-mindedness and reflection will be appreciated because it leads to more empathetic and sensible resolutions. Finally, the emotional well-being of all parties will be taken into consideration so that we can achieve the most supportive outcomes.

4. The rationale behind the school complaints policy

We are committed to offering services of the highest quality. We believe that good parent-school-student communication is of vital importance and we want all such communication to reflect the values and principles outlined in the [IB's Complaints Procedure \(https://ibo.org/contact-the-ib/feedback-and-complaints/\)](https://ibo.org/contact-the-ib/feedback-and-complaints/):

- Fairness – we aim to have a fair complaints procedure that ensures everyone is treated equally.
- Courtesy – all communication in relation to this procedure should be based on mutual respect, trust, and courtesy.
- Accessibility – we aim to have a complaints procedure that is easy to understand, easy to access and well publicized.
- Timeliness – we aim to ensure that all complaints are dealt with in a timely manner.
- Effectiveness – the complaints procedure is monitored and reviewed to ensure it continues to be effective.
- Attentiveness – you will be given every opportunity to put forward your complaint, and you can be assured that we are listening. We will update you on the process and status of your complaint as appropriate.

It is important to remember that all matters concerning DP requirements or assessment should be communicated to the DP Coordinator. The school does not have any obligation to deal with anonymous complaints but the DP Coordinator and/or the Head of School may decide whether such complaint should be investigated. On occasions when students or/and parents/legal guardians have any reasonable complaints or concerns about the decisions made by the school, the procedure outlined below is recommended.

5. Making a complaint (an informal stage)

We believe that most complaints can be resolved in an informal manner. Therefore, students and/or parents/legal guardians are strongly encouraged to raise their concerns, discuss problems and complaints informally, preferably during face-to-face meetings but also through e-mails, school electronic register (Mobidziennik) or phone calls. It is important

that the concerns are discussed as soon as possible. Such early communication will ensure that they will not develop into serious problems. We recommend the following steps that will make communication timely and effective:

Step 1

Contact the relevant DP subject teacher(s) when the problem concerns any matters related to a student's performance in a subject (e.g., classwork, grades, homework and/or assessment, etc.). *If the problems are of a personal nature, always contact the form tutor first.*

Step 2

The teacher(s) will discuss the problem with the student involved or/and parents/legal guardians with the aim of resolving it as soon as possible or explaining the decisions made. It is important that all parties involved show an open-minded attitude, understanding, and good will.

Step 3

On rare occasions when the issue remains unresolved, the student and/or the parents/legal guardians should contact the form tutor to seek his/her advice. The form tutor may then discuss the complaint with the teacher(s) or schedule a meeting with all the parties involved.

Step 4

If the matter cannot be resolved with the relevant teachers, form tutors or other staff members contact the DP Coordinator.

Step 5

If the matter cannot be resolved with the relevant teachers, form tutors, other staff members or DP Coordinator, the Coordinator will contact the Head of School who will investigate the matter and talk to the parties involved.

If the complaint refers to the DP Coordinator's actions or decisions, contact the Head of School.

6. Making a complaint (a formal stage)

On rare occasions, despite the reasonable attempts to resolve the problem in an informal manner, the students or/and parents/legal guardians may not feel satisfied with the solution or decision made. In that case, the procedure outlined below is recommended.

Complaint submission

Submit a formal written complaint to the DP Coordinator and/or the Head of School. The formal complaint should provide as much information as possible about the nature of the complaint and the students, teachers, faculty, or services involved. It is important for the complaint to include the description of any previous attempts to resolve the matter and if necessary, copies of all relevant documentation. Depending on the scale and nature of the

problem, the complaint will be investigated and the DP Coordinator and/or the Head of School will respond within the period of 14 - 30 working days.

By submitting a formal complaint, students, or/and parents/legal guardians agree that records of the conversations and minutes from the meetings organized to resolve the formal complaint will be kept by the school.

On rare occasions, parents/guardians may remain dissatisfied despite all the steps of the above procedures having been followed. In such a situation, the school reserves the right to decide that the matter is closed.

7. Complaints that will not be accepted and investigated

Some complaints cannot be accepted because their nature refers to the requirements, regulations or assessment procedures outlined in IBO documents. The school will not deal with the following:

- Complaints about the rules and/or mandatory requirements of the Diploma Programme
- Complaints about the school internal Calendar of Deadlines which the students receive and accept at the beginning of the school academic year. This means that refusing by the teachers or DP coordinator to accept a student's assessment component after the deadline will not constitute a cause for complaint.

Unless new or revised IBO policies are published, this policy will be reviewed bi-annually.

Last review: September 2023