



**INTERNATIONAL
SCHOOL
OF PIRAEUS**



Complaint Policy & Procedures

Learner Profiles

The student is showing that he/she is:

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| <i>Inquirer</i> | Asks relevant questions, is naturally curious, uses skills to conduct research persistently, works independently and uses findings in her/his life. |
| <i>Communicator</i> | Expresses feelings and thoughts in words across the curriculum, communicates in different languages and symbol systems, communicates verbally and non- verbally. |
| <i>Thinker</i> | Uses what she/he already knows, builds on own ideas critically and creatively and responds to the ideas of others in the same way. |
| <i>Risk-taker</i> | Willing to make mistakes, prepared to try something new and to explore new ideas with courage and confidence. |
| <i>Knowledgeable</i> | Has reached objectives of the programme and acquired relevant knowledge for his/her level by exploring themes which have global relevance and importance. |
| <i>Principled</i> | Is capable of moral reasoning by communicating integrity, honesty, fairness and justice. |
| <i>Caring</i> | Is sensitive towards the needs and feelings of others. Shows empathy and thoughtfulness. Has a sense of personal commitment in helping others. |
| <i>Open-minded</i> | Listens, respects and considers other people's thoughts, ideas, and cultures. Accepts that we are different and have different points of view. |
| <i>Well-balanced</i> | Cares about personal well-being and is emotionally and physically balanced. Is well organized. |
| <i>Reflective</i> | Considers own behavior, actions, communications and learning and is able to analyze own personal strengths and weaknesses in a constructive manner. |

Our Principles

IB Mission

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.

ISP Vision

Our vision is **BELIEVE TO ACHIEVE**. We foster a respectful and inclusive environment where all individuals develop their skills, believe in their potential and reach their personal goals in order to become active members of the society, based on universal values.

ISP Mission Statement

Our mission is to provide high quality education in a stimulating and supportive learning environment that helps our students achieve their goals, reach their full potential and connect their school experiences to real life through their actions. With a holistic, student-centered and inquiry-based approach, our students learn to respect diversity, be thinkers and caring in order to become active and responsible members of both local and international community.

ISP PHILOSOPHY

The International School of Piraeus offers the International Baccalaureate programme, The Primary Years Programme, a high-quality education that stimulates lifelong learning, develops skills and globally relevant concepts, generates good learning habits and promotes positive attitudes.

Within the programme we offer a comprehensive, inquiry-based and student-centered approach to teaching and learning. We focus on the total growth of the developing child – intellectual, physical, emotional and social - which we monitor and scaffold with rigorous and holistic assessment.

Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideas of **intercultural understanding and respect, responsible communication and citizenship**. We cooperate with schools and institutions both in Greece and abroad in order to create a better and more peaceful world.

INTRODUCTION

A complaint is an expression of dissatisfaction however made, by a parent or student in the school. It may be about school policies or procedures, the conduct, actions taken on an issue at the school or in the teaching and learning environment.

The communication, cooperation and trust between the school and the parents and/or students are the basic means to overcome any difficulties may occur in order to find the best solutions at a team spirit.

Aim of the policy

The aim of this policy is to provide a secure and welcoming environment for parents and students in order to express their concerns. Occasionally, situations will occur which prevent the fulfilment of some aims and give cause for complaint. In order to bring any such occurrences to a satisfactory conclusion, the school has adopted procedures to be used in the school. It is important that complaints are raised at the earliest possible opportunity to enable the matter to be dealt effectively. An early informal approach is often the best action of resolution of minor issues.

Principles of the procedure

To ensure the complaints process is effective, the following principles are applied throughout the complaints process and provide a framework for communication between parents, students and the school.

Fairness – The school aims 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 – The school aims to have a complaints procedure that is easy to understand, easy to access and well publicized.

Timeliness – The school aims 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 – All the parents and the students 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.

STAGES OF THE COMPLAINTS PROCEDURE

This policy is made available to parents of all students, on the school's platform.

It is available to the staff and the content of this policy is directly discussed with new staff upon induction into the school.

If parents and/or students have a complaint, the school will respond in accordance with the following procedure.

There are three stages to the Complaints Procedure, one Informal Stage (Stage 1) that apply to parents and students and two subsequent Formal Stages (Stages 2 and 3). Stage 2 apply to parents and partially to students. Stage 3 apply only to parents.

The school's aim is to resolve complaints quickly and effectively with the most appropriate person in an informal manner at Stage 1. We recognize, however, that parents or/and students may wish to refer a matter further. This may still be done in an informal manner at the Informal Stage. The Formal Stages provide a further structured way for parents to do this if a parent and/or a student feels the need.

There may be rare occasions when, despite all the stages of the procedure having been followed, a parent remains dissatisfied. If the parent seeks to re-open the same issue, the school reserves the right to inform him / her in writing that the procedure has been exhausted and the matter is closed.

Stage 1 – Informal Stage

It is hoped that most complaints and concerns will be resolved quickly and informally. In the event of a complaint, students or/and parents should contact their student's Class Teacher and/or the member staff it may concern (single-subject teachers / non-teaching staff). Students or/and parents in person or parents by email on the school's platform (4schools) need to outline specific details of their complaint. In most cases, it is hoped that the matter will be resolved by this means to the students' / parents' satisfaction. However, if the matter is not resolved, it may be necessary to bring it to the attention of the PYP Coordinator (for Primary students) or the Head of Early Years (for Early Years students).

The member of staff who is dealing with the matter will make a written/digital record of all concerns and complaints and the date on which they were received. Should the matter not be resolved within three working days or in the event that the member of staff and the parents fail to reach a satisfactory resolution then parents will proceed with their complaint in accordance with Stage 2 of this procedure.

In the case of complaint against the PYP Coordinator and/or the Head of Early Years, this stage will always be heard directly by the School Principal.

Stage 2 – Formal Stage

If the complaint cannot be resolved on an informal basis, then the parents should put their complaint in writing to the PYP Coordinator (for Primary students) and the Head of Early Years (for Early Years students).

The PYP Coordinator and the Head of Early Years will decide, after considering the complaint, the appropriate course of action to take. In most cases, the PYP Coordinator and the Head of Early Years will meet or speak to the parents concerned within five working days of receiving the complaint, to discuss the matter. If possible, a resolution will be reached at this stage. It may be necessary for the PYP Coordinator and the Head of Early Years to carry out further investigations.

The member of staff who is dealing with the matter will keep written/digital records of all meetings and interviews held in relation to the complaint. Once the PYP Coordinator and the Head of Early Years is satisfied with that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. The PYP Coordinator and the Head of Early Years will also give reasons for their decision. If parents are still not satisfied with the decision, they should proceed to Stage 3.

Stage 3 – Formal Stage / School Principal Hearing

If parents seek to invoke Stage 3 (following failure to reach an earlier resolution), they will be referred to the School Principal after a written complaint on the school's platform (4schools) or a request for a meeting. The School Principal will acknowledge the written complaint or request for a meeting within two school days of receipt and provide an opportunity to meet to discuss the complaint.

The School Principal will investigate the complaint and a written response will normally be made within five school days of receipt of the complaint. If this is not possible, a letter will be sent explaining the reason for the delay and providing a revised response date. The written response will include reasons for the conclusions reached by the School Principal and what action, if any, the school proposes to take to resolve the matter.

At any stage of the procedure, details of internal disciplinary action, or action taken with another child or family, if any, may not be provided to the complainant, as they constitute sensitive personal data.

[IB Standards and Practices for Complaints](#)

Our Complaints Policy and Procedures have been aligned with the new IB Standards and Practices and Rules for IB World Schools.

Please note the related standards below.

Article 6: Internal complaints procedure

6.1 The school must have in place written procedures for how it will deal with complaints and students' requests for appeals against IB programme decisions taken

by the school, ensure that details of these procedures are made widely available and accessible to all students, and operate in accordance with such procedures.

6.2 The school must inform parents or legal guardians about the school's procedures for addressing complaints and students' requests for appeals of IB programme decisions taken by the school.

Leadership 4.4: The school ensures that students and legal guardians are informed of the general characteristics of relevant programme(s) and how the school implements them. (0201-04-0400)

Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)