



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.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and guardianship of the planet, help to create a better and more peaceful world.

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.

School Mission Statement

The mission of our school is to help young people to become aware of the choices they make and the responsibility they take for their self-development in every sphere of life. Whatever we do as teachers, whether it is connected with education, organisation, management or personal development, is supposed to create the best possible environment for intellectual, emotional and social development of our students.

Our school educates clever and caring young people who are interested in the world and who wisely and consciously take advantage of their knowledge to jointly create the world where core values are: intercultural understanding, mutual respect and fair treatment to people with different views all over the world.



Complaints Procedures for I LO im. L. Kruczkowskiego in Tychy, Poland

Introduction

At Leon Kruczkowski Secondary School, we are committed to providing a safe and inclusive learning environment for our students and maintaining open communication with parents and guardians. However, we understand that there may be occasions when concerns or complaints arise. We are committed to resolving those complaints in a fair, transparent, and timely manner, ensuring that all members of the school community are heard and their concerns addressed.

This document is to outline how the school will deal with complaints towards the school or IB programme, as well as deal with students' requests for appeals against IB programme decisions taken by the school. It is designed to ensure that all concerns and complaints are addressed promptly and effectively.

These procedures adhere to the principles of the IB's listed in Complaints Procedure (Nov 2018), namely:

- 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.



A. Complaints regarding decisions made by the school

Stage 1: Informal Resolution

Before proceeding with a formal complaint, it is encouraged that concerns are first discussed informally. We recommend the following steps:

- a. Contact the relevant teacher or staff member to discuss the concern.
- b. If the concern is not resolved, request a meeting with the Head of School.

Stage 2: Formal Complaint Process

If your concern remains unresolved after the informal resolution attempts, you may initiate a formal complaint. To do so, please follow these steps:

- a. Submit a written complaint: Provide a written description of your concern, including relevant details, such as dates, individuals involved, and any previous attempts to address the issue. Send the complaint to the Head of School. Complaints can be submitted via email or in hard copy.
- b. Acknowledgement: The school will acknowledge receipt of your complaint within five working days. This acknowledgment will include the name of the person responsible for handling the complaint. If the school is not the competent authority to consider the complaint, it will forward it to the competent authority no later than within seven days, notifying you or indicating the competent authority.
- c. Investigation: The school will conduct a thorough investigation into the matter, which may include interviews with relevant parties and the review of relevant documents.
- d. Resolution: The school will strive to resolve the complaint as quickly as possible, typically within 30 calendar days of the initial acknowledgment. In cases that require more time, the complainant will be provided with regular updates on the progress of the investigation.
- e. Outcome: Once the investigation is complete, the school will communicate its findings and any actions taken to address the complaint in writing. If the complaint is found to be valid, the school will outline the steps taken to prevent a recurrence. If the complaint is found to be invalid, the school will explain the basis for this determination.

Stage 3: Appeal



If you are not satisfied with the outcome of the formal complaint process, you have the right to appeal the decision. To do so, please follow these steps:

- a. Submit an appeal in writing to the Head of School within 10 working days of receiving the outcome of the formal complaint process.
- b. The Head of School will review the appeal and provide a written response within 20 working days.

Confidentiality

All complaints will be handled confidentially to the extent possible, respecting the privacy and rights of all parties involved. However, it may be necessary to disclose certain information to facilitate the resolution process.

Record Keeping

The school maintains records of all complaints, including the nature of the complaint, actions taken, and outcomes. These records will be kept in accordance with applicable data protection laws.

Further Action

In cases where a complaint involves serious misconduct or legal violations, the school may take further actions, including involving law enforcement or relevant authorities.

B. Complaints directly to the International Baccalaureate Organization (IBO)

Under normal circumstances, all communications to the IBO should be conducted through the program coordinator and fall within the remit of our school. However, in circumstances in which an external stakeholder believes that the school is not in compliance with IBO regulations, they can make a complaint directly to IBO following the IB procedures available at:

<https://www.ibo.org/contentassets/fab8ccef45b743c0a68de6f9ea989385/ib-complaints-procedure-nov-2018-en.pdf>

These procedures will be published on the school website, in order to ensure they are easily accessible by the school community.