

# Policy:

## Complaints

### 1. Introduction

Thames British School Warsaw acknowledges the right of all members of our school community—students, parents, staff, and other stakeholders—to raise concerns and have them addressed and resolved appropriately. We are committed to ensuring that complaints are handled in a manner that is fair, transparent, and responsive to the needs of all individuals involved.

This policy acknowledges our commitment to Diversity, Equity, Inclusion, Justice, and Belonging (DEIJB) principles, ensuring that all complaints are handled in an inclusive and equitable manner. We recognise and respect the diversity of our community, and our complaint resolution process is designed to treat all individuals with fairness and dignity. We actively work to eliminate any form of discrimination, ensuring a truly inclusive and welcoming environment for everyone.

### 2. School's principles

At Thames British School Warsaw, we **c | a | r | e**

#### **Our Principles:**

We care:

- that every one of our students reaches their full potential, academically, socially and emotionally;
- that every student is safe and feels safe at school, and this means we are all responsible all of the time;
- that communication and our choice of language is inclusive and respectful;
- about our behaviour and what it may communicate to others. We conduct ourselves in an ethical manner and with integrity at all times;

- about our communities culture, behave in a manner that fosters our values and insist that all members of our community do the same; and
- about learning first and foremost. Teachers are considered facilitators of learning and models for our community and its culture.

### Our values:

<b>c</b>	<b>Collaborative &amp; Compassionate</b>	We work together when needed to get the job done. We value the work of others, are compassionate, and recognise that success is mutually beneficial
<b>a</b>	<b>Authentic</b>	We are real, genuine and honest. We are true to ourselves and our community and represent our-selves as such with integrity
<b>r</b>	<b>Responsible &amp; Resilient</b>	We have an obligation to reach our potential and fight to do so. We are accountable for our actions and utterances, and demonstrate respect for others needs and our environment. We don't give up.
<b>e</b>	<b>Enlightened</b>	We act on evidence, are factually well-informed, tolerant of alternative opinions, and guided by rational thought.

### 3. Scope

This policy applies to students, parents, teachers, and other staff within the school community.

### 4. Related policies

1. Complaints addressing safeguarding will be handled in compliance with The Safeguarding and Child Protection Policy.
2. The Whistleblowing Procedure will be applied to handle complaints related to work-related matters in connection with the following violations:
  - 1) corruption,
  - 2) public procurement,

- 3) financial services, products, and markets,
- 4) prevention of money laundering and terrorist financing,
- 5) product safety and compliance with requirements,
- 6) transportation safety,
- 7) environmental protection,
- 8) radiological protection and nuclear safety,
- 9) food and feed safety,
- 10) animal health and welfare,
- 11) public health,
- 12) consumer protection,
- 13) privacy and data protection,
- 14) security of networks and information systems,
- 15) financial interests of the State Treasury of the Republic of Poland, local government units, and the European Union,
- 16) the internal market of the European Union, including competition rules, state aid, and corporate taxation,
- 17) constitutional freedoms and the rights of individuals and citizens – arising in the relations of an entity with public authorities and unrelated to the areas specified in points 1–16.

## 5. Policy Principles

1. **Creating a Safe and Supportive Learning Environment:** We prioritise the safety, well-being, and development of our students, ensuring that concerns related to safeguarding are taken seriously and addressed promptly. **Fostering a Safe and Supportive Working Environment for Staff:** We are dedicated to providing a workplace where all staff feel respected, supported, and able to raise concerns in a non-threatening, confidential environment.
2. **Clarity:** The complaints process will be accessible and transparent, providing clear steps for all stakeholders.
3. **Fairness:** Complaints will be handled impartially, with confidentiality maintained throughout the process.
4. **Resolution-Focused:** The school aims to resolve complaints in a timely and equitable manner, fostering trust and collaboration.
5. **Accountability:** Leadership will ensure that complaints are handled at the appropriate level, and escalated as necessary to ensure timely resolution.
6. **Safer Recruitment:**  
We uphold Safer Recruitment practices as part of our commitment to protecting all members of the school community, particularly our students. Complaints involving issues related to recruitment will be prioritised and handled with care, in compliance with our whistleblowing protocols.

## 6. Roles and Responsibilities

### 1. Executive Head of Schools

- Provides oversight for the complaints process across all campuses.
- Addresses escalated complaints unresolved at the campus level, ensuring all DEIJB and safeguarding principles are considered.
- Ensure the consistent application of the complaints policy and adherence to safer recruitment practices across all campuses.

### 2. Head of School

- Oversee complaints at the campus level for students, parents, and staff, ensuring that the raised issues are handled promptly, and complaints related to safeguarding are escalated immediately.
- Investigate and resolve complaints, ensuring DEIJB principles and child protection protocols are integrated into the process.
- Escalate unresolved issues to the Executive Head of Schools.

### 3. Campus Deputy Head of Schools

- Handle day-to-day complaints from students, parents, and teachers at the campus level, ensuring that the raised issues are handled promptly, and complaints related to safeguarding are escalated immediately.
- Support the Head of School in resolving reported cases.

### 4. Teacher

- Address initial concerns raised by students and parents, ensuring that they are handled appropriately and escalated as needed.
- Refer unresolved issues to the Head of School, or the DSL for complaints regarding safeguarding for further action.

## 7. Complaints Process

### Stage 1: Informal Resolution

- **Students:** Concerns should first be raised with their form teacher or subject teacher. If unresolved, they can approach the Deputy Head of School, and next The Head of School.
- **Parents:** Concerns should initially be discussed with the relevant teacher. If unresolved, they may contact the Deputy Head of School, and if not resolved, the Head of School.
- **Teachers:** Staff concerns should be raised with the Head of School or, if unresolved, the Executive Head of Schools.

## **Stage 2: Formal Complaint**

- If informal resolution is not achieved, a formal written complaint can be submitted to the Head of School.
- Complaints will be acknowledged within 3 business days, and a resolution will be provided within 10 business days, unless circumstances beyond control cause a delay in the process.
- Complaints related to safeguarding or recruitment issues will be prioritised.

## **Stage 3: Escalation to the Executive Head of Schools**

- If the Head of School cannot resolve the matter, the complaint will be escalated to the Executive Head of Schools.
- The Executive Head of Schools will conduct a thorough review of the complaint, ensuring safeguarding and DEIJB principles are addressed, and will provide a binding final decision within 20 business days after liaising with the Board of Owner Representatives.

## **8. Submission Methods**

- Complaints may be submitted in person, or via email.
- Anonymous complaints will not be considered.
- Complaints related to safeguarding can be raised with the Designated Safeguarding Leads.

## **9. Monitoring and Improvement**

This policy will be reviewed annually to identify areas for improvement and to ensure its continued relevance and effectiveness.