



NOIDA

COMPLAINTS AND GRIEVANCES POLICY

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I. 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 programs of international education and rigorous assessment.

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

(From IB Website)

Amity Global School, Noida Mission statement:

Our mission is to nurture young minds through a sound educational program which is sensitive to the multicultural ethos, so as to create caring and socially responsible individuals. The school promotes and ensures that each student has ample opportunities to be an impressive communicator, a keen inquirer, and one who enhances his or her academic, social and sporting skills, thereby developing into a well-balanced personality.

Amity Global School, Noida Vision statement:

To inspire and enable every individual to flourish and have an innovative and deep learning experience.

II. IB Learner Profile:

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

III. Cambridge Learners Attributes:

Confident

Cambridge learners are confident in working with new ideas and information. They are confident in taking calculated risks and do not allow anyone to take them for granted. They are very keen to evaluate and explore ideas in a structured and critical way.

Reflective

Cambridge students recognize themselves as learners. They are concerned with the products and processes of their learning and develop the strategies that can help them to be lifelong learners.

Responsible

Cambridge students are responsible and take ownership of their learning. They set targets for themselves and hold on to their intellectual integrity. The students are supportive and collaborative. They are respectful of others and understand that their actions have impacts on others as well as on their environment.

Engaged

Attributes of a Cambridge learner prepares them to make a significant difference in their lives as well as in the society, by encouraging them to be engaged intellectually and socially.

The diversified Cambridge curriculum gives the students the opportunity to indulge into a more collaborative environment thus giving them regular chances to share their knowledge and thoughts in front of their peers.

Innovative

Cambridge Learner attributes strengthens students' innovative framework by bringing a play into the curriculum and creating unique connections to the courses.

IV. Purpose

This policy aims to establish a fair and transparent process for addressing and resolving complaints and grievances raised by parents or guardians of students enrolled in our school. As we appreciate and value our parents as worthy stakeholders, this ensures effective communication with parents and provides a systematic grievance redressal system.

V. Definition of Complaints and Grievances:

Complaints refer to specific concerns raised by parents or guardians regarding their child's education, safety, or any other relevant matters within the school. Grievances refer to complaints that have not been resolved satisfactorily through regular channels and require further intervention.

Communication with Parents:

a. Channels of Communication:

Parents are encouraged to communicate their concerns through email, phone calls, meetings, or making an entry in the register placed at the school reception.

The school will maintain up-to-date contact details for parents and ensure prompt responses to their queries and concerns.

b. Parent-School Meetings:

The school will organize regular parent-teacher meetings to discuss academic progress, address concerns, and establish open lines of communication.

Parents may request individual meetings with teachers or school administrators as needed.

c. Newsletters and Announcements:

The school will regularly communicate important information, updates, and policies through newsletters, notices, or other appropriate mediums.

VI. PART A : Complaint Lodging Process:

a. Point of Contact:

A specific staff member, such as the Principal is designated as the primary point of contact for receiving complaints and grievances.

School will Clearly communicate the contact details of the designated person to parents.

b. Complaint Procedure:

Parents should submit their complaint in writing.

The complaint should include relevant details such as date, time, nature of the complaint, parties involved, and any supporting evidence.

The designated staff member or committee will acknowledge the receipt of the complaint within a specified timeframe.

c. Investigation and Resolution:

The school will conduct a thorough and impartial investigation into the complaint, ensuring confidentiality and fairness to all parties involved.

The designated staff member or committee will work towards resolving the complaint in a timely manner, keeping the parents informed of the progress.

d. Escalation:

If a complaint remains unresolved or the parents are dissatisfied with the resolution, they may request a review by a higher-level authority within the school, such as the Principal or the School Management Committee.

e. Records:

The school will maintain records of all complaints received, actions taken, and resolutions reached for future reference and improvement.

VII. Grievance Redressal System:

a. Review Committee:

Establish a **Grievance Redressal Committee** consisting of members who are impartial and not directly involved in the complaint.

The committee should include representatives from different stakeholders, **including parents, teachers, and school management.**

b. Appeal Process:

Parents may appeal to the Grievance Redressal Committee if they are dissatisfied with the resolution provided by the initial complaint process.

The committee will conduct a fair and independent review of the complaint, gather additional evidence if necessary, and provide a final decision.

c. Final Decision:

The decision of the Grievance Redressal Committee will be communicated to the parents in writing, outlining the reasons for the decision.

Confidentiality:

The school will ensure the confidentiality of all parties involved in the complaint process, sharing information only on a need-to-know basis.

VIII. PART B-Internal/External Assessments and Adverse circumstances.

This part of the policy outlines the procedure for lodging and resolving complaints or appeals related to academic assessment, including concerns over internal or external assessments, adverse circumstances, and results.

Scope-

This policy applies to:

- All students enrolled in IB DP and Cambridge programs
- Internal and external assessments
- Complaints or appeals arising from grading, assessment conditions, or procedural errors
- Adverse circumstances affecting performance in assessments

Definitions

- **Complaint:** A concern raised by a student or parent regarding assessment procedures or outcomes.
- **Appeal:** A formal request for review of an academic decision or result.
- **Adverse Circumstances (IB):** Events beyond a candidate's control (e.g. illness, bereavement) that may impact performance.
- **Special Consideration (Cambridge):** An adjustment for candidates who experience a temporary issue during the exam series.

Procedure for Lodging a Complaint

Step 1: Informal Resolution

- Students/parents should first discuss the concern with the relevant curriculum coordinator.
- Most concerns can be resolved informally at this stage.

Step 2: Formal Complaint

If unresolved, a formal written complaint must be submitted within 3 working days of the incident or result notification.

Submit to: **IBDP Coordinator / Cambridge Exams Officer**

Include:

- Student name and year level
- Nature of complaint
- Relevant evidence (emails, feedback, medical documents, etc.)

Acknowledgment: The school will acknowledge the complaint within 2 working days.

Redressal Process

a. Internal Review Panel

- Consists of Head of School, IBDP Coordinator and Exams Officer.
- Will review documentation, interview involved parties, and make a decision within **5 working days**.

b. Outcomes

- Explanation or justification of the process followed
- Remedial actions (e.g., re-evaluation of coursework, remarking, internal assessment adjustments)
- Recommendation for escalation to the exam board, if applicable

IX. Appeals to Examination Boards

IB DP:

- Appeals must follow the **IB Assessment Appeal Procedure**, which includes:
 - Stage 1: Request for re-mark or review (via the school)
 - Stage 2: Appeal of decision (filed by the school on behalf of the candidate)
 - Timeline: Must be submitted within **30 days** of results release

Cambridge:

- Appeals follow the **Cambridge Handbook 2024** which includes:
 - Enquiry about Results (EAR)
 - Stage 1 and 2 Appeals (formal process)
 - Timeline: As per Cambridge deadlines post-results

X. Adverse Circumstances / Special Consideration

IB DP:

- Students must report adverse circumstances immediately.
- The school submits a “*Candidate Adverse Circumstances*” form to the IB with supporting documents.
- Examples: Bereavement, serious illness, trauma

Cambridge:

- Applies for *Special Consideration* using Form 7, submitted within **7 days** of the exam affected

Acceptable reasons include temporary illness, injury, or other unforeseen issues.

Confidentiality

All complaints and appeals will be handled with confidentiality and respect for all parties involved. Documentation will be securely stored.

Record Keeping

Records of all complaints, appeals, and their outcomes will be retained for a minimum of **3 years**.

Policy Review

This policy will be reviewed every 2 years to ensure compliance with updated IB and Cambridge regulations. This Complaints and Grievances Policy is intended to foster effective communication, address concerns promptly, and provide a fair and transparent process for resolving complaints and grievances raised by parents in a respectful and constructive manner.

VERSION 3.0

Dates modified:	December 2024
Approved when	February 2025
Date for next review:	December 2026

IMPORTANT: All policies and documents are signed off by the Senior Leadership Team when approved.