

# **RGS COMPLAINTS AND GRIEVANCES**

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# RGS COMPLAINTS AND GRIEVANCES

At RGS, our mission is closely aligned with that of the IBO, and our Students' Code of Conduct reflects the shared values and principles of both. As advocated by the IBO, we ensure that the Code of Conduct—and by extension, the Complaints and Grievances Policy—is deeply embedded in the school culture, clearly understood, and consistently supported by the entire school community.

Parents and students are informed of the policy and related procedures through parent meetings, the school website, handbooks, curriculum booklets, and Parent-Teacher Conferences. This ensures transparency, trust, and accessibility of processes for addressing concerns.



## IB Learner Profile and its Connection to Complaints and Grievances

The IB Learner Profile provides a long-term vision of education and serves as a foundation for how concerns, grievances, and complaints are addressed within our school community. At RGS, the Learner Profile translates the IB Mission Statement into tangible outcomes that foster a culture of respect, fairness, and open communication.

Teachers actively guide students in living out these attributes, encouraging them to reflect on their actions, make principled choices, and seek constructive resolution of conflicts. In alignment with the Complaints and Grievances Policy, the Learner Profile attributes are visible in the way students, parents, teachers, and staff approach concerns with honesty, empathy, and integrity.

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LEARNER PROFILE	CONNECTION
<b>PRINCIPLED</b>	Complaints are handled with fairness, transparency, and integrity. Students, teachers, and parents uphold responsibility and honesty throughout the process.
<b>CARING</b>	Every concern is approached with empathy, respect, and sensitivity to individual perspectives.
<b>OPEN MINDED</b>	Diverse viewpoints are acknowledged and valued when addressing grievances, ensuring all voices are heard.
<b>BALANCED</b>	Resolutions consider the holistic well-being of all parties while maintaining harmony within the school.
<b>RISK TAKERS</b>	Students and community members are encouraged to voice concerns confidently, knowing that the school provides a safe, supportive environment for open dialogue.

## Connection with Approaches to Learning (ATL)

The Approaches to Learning skills reinforce the values of the Complaints and Grievances Policy, equipping students and the community with the ability to address issues constructively:

ATL	CONNECTION
<b>SOCIAL SKILLS</b>	Students and staff use collaboration and respectful interaction to resolve conflicts and grievances
<b>SELF MANAGEMENT SKILLS</b>	Individuals demonstrate responsibility and discipline when following school procedures for raising concerns.
<b>COMMUNICATION SKILLS</b>	Clear, respectful, and open dialogue ensures effective expression of concerns and fair resolution of issues

Together, the Learner Profile and ATL skills ensure that complaints and grievances are addressed in a way that strengthens mutual respect, responsibility, and trust within the RGS community.

## Compliance with IBO Requirements

In line with IBO standards, RGS ensures that all complaints and grievances are handled fairly and systematically:

- **Article 6: Internal Complaints Procedure**
  - **6.1:** RGS has a written procedure to address complaints and student appeals against IB programme decisions. These procedures are widely available and accessible to all students.
  - **6.2:** Parents and legal guardians are informed of the procedures for raising concerns and appealing IB-related decisions.
- **Leadership 4.4 (0201-04-0400):** Students and parents are clearly informed about the nature of the programme(s) and the processes for addressing concerns.
- **Approaches to Assessment 3.4 (0404-03-0400):** RGS maintains consistent, fair, and regularly reviewed systems for reporting progress, managing appeals, and resolving challenges.

## **Objective**

At Ryan Global School, the objective of this policy is to foster a safe, respectful, and positive learning environment for all members of our school community—students, parents, staff, and faculty.

The purpose of this policy is to value and respect all stakeholders, while including them in the progressive journey of the school. It recognises that the learning community has a role not only in raising complaints but also in cooperating to support the growth of the school.

The policy establishes a clear, fair, and accessible framework for raising and addressing concerns or grievances. It provides opportunities for open and structured interactions among students, parents, and staff, while ensuring transparency in both academic and administrative processes.

Aligned with the values of the **IB Learner Profile**, this policy encourages every member of the school community to take ownership of their actions, engage with empathy, and uphold principles of fairness and respect. Together, we aim to nurture internationally minded individuals who model integrity and contribute to a harmonious, inclusive, and supportive school culture—both within the school and beyond.

## **What is a Complaint?**

A **complaint** is an expression of dissatisfaction with a process, decision, or individual in relation to school activities. Every stakeholder has the right to raise a complaint if they feel that school practices, interactions, or procedures are not aligned with expectations.

At Ryan Global School, we recognise that our learning community has agency—both in voicing concerns and in responding to them with fairness and responsibility. This ensures that complaints are addressed constructively and that all parties take ownership of their role in either raising or resolving issues.

## **Types of Issues That May Arise**

- **Concerns** – Expressions of worry, doubt, or uncertainty about important issues, often raised to seek reassurance, clarification, or preventive action.
- **Complaints** – Formal expressions of dissatisfaction regarding actions taken, lack of action, or behaviour that is inconsistent with school policies or values.
- **Appeals** – Requests for a review of decisions or actions already taken, usually following a complaint resolution.

## **Complaints, Suggestions, and Feedback May Relate To:**

- **Programme Implementation** – of IB or Cambridge International curricula.
- **Teaching, Learning, and Assessment** – if practices are perceived to be inconsistent with the philosophy of IB or Cambridge International.
- **School Processes and Services** – including academic, administrative, or operational aspects.
- **Community Interactions** – behaviours or communication that impact the respectful, inclusive culture of the school.

## **Nature of Complaints or Grievances**

Complaints and grievances may relate to:

- Student learning and teaching
- Student behaviour and emotional wellbeing
- School facilities
- Faculty or staff conduct
- Administrative concerns
- Admissions
- Disciplinary actions under the School Academic Integrity Policy
- Issues concerning religion, community, or ethnicity

## **Principles of Complaint Handling**

In line with IB guidelines, the following principles guide the complaints process at Ryan Global School:

- **Fairness** – A fair complaints procedure that ensures everyone is treated equally.
- **Courtesy** – All communication must reflect mutual respect, trust, and courtesy.
- **Accessibility** – The procedure is simple, clear, and easy to access.
- **Timeliness** – Complaints are acknowledged and addressed within a reasonable timeframe.
- **Effectiveness** – The process is monitored and reviewed to ensure it remains effective.
- **Attentiveness** – Stakeholders are given every opportunity to express their complaint and are assured of being heard. Updates on progress and resolution will be provided, and confidentiality will be maintained.

## **Roles and Hierarchy in Handling Complaints**

The following individuals have specific responsibility for listening to and resolving complaints, in order of escalation:

1. **Homeroom Teachers / Specialist Teachers**
2. **Coordinator**
3. **Head of Section**
4. **Head of School**

# RGS COMPLAINTS AND GRIEVANCES

## Core Commitments of the RGS Community

- **For Students:** To engage as inquirers and compassionate learners, showing integrity, empathy, and responsibility in their words and actions.
- **For Parents/Guardians:** To model respectful and courteous behaviour, support school policies, and maintain open, positive communication with teachers and school leaders.
- **For Teachers & Staff:** To provide a safe, inclusive, and intellectually challenging environment where students are guided with care, fairness, and consistency.

## Complaints Process at Ryan Global School

<b>STEP 1</b>	Raising the Concern
<b>WHO</b>	Stakeholders (student, parent, or staff member) raises the concern or complaint.
<b>WHERE</b>	Concerns should first be discussed at the <b>closest point of contact</b> (e.g., Homeroom Teacher / Specialist Teacher , Parent )
<b>HOW</b>	<ul style="list-style-type: none"> <li>• Orally at the campus - Front Office</li> <li>• Write in the student handbook</li> <li>• Send an email to the official school email ID</li> <li>• Communicate through Phone calls at the school reception</li> <li>• Take appointments and visit the concerned person</li> <li>• Send communication on TODDLE through family messaging app</li> </ul>
<b>WHAT</b>	At this stage, many issues can be resolved informally through dialogue, clarification, or reassurance.
<b>WHERE</b>	<ul style="list-style-type: none"> <li>• All formal complaints will be <b>documented and recorded</b>.</li> <li>• Complainants will receive updates on progress and final resolution.</li> <li>• Follow-up may be carried out to ensure that corrective actions are effective.</li> </ul>

<b>STEP 2</b>	Escalation to Coordinator
<b>WHO</b>	Stakeholders (student, parent, or staff member) raises the concern or complaint.
<b>WHERE</b>	If the concern is not resolved, it may be referred to the <b>Coordinator</b> .
<b>HOW</b>	<ul style="list-style-type: none"> <li>• Orally at the campus - Front Office</li> <li>• Write in the student handbook</li> <li>• Send an email to the official school email ID</li> <li>• Communicate through Phone calls at the school reception</li> <li>• Take appointments and visit the concerned person</li> <li>• Send communication on TODDLE through family messaging app</li> </ul> <p>With a clarity of flow on Step 1 and 2</p>

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<b>WHAT</b>	The Coordinator reviews the concern, speaks with all parties involved, and suggests possible resolutions.
<b>WHERE</b>	<ul style="list-style-type: none"> <li>All formal complaints will be <b>documented and recorded</b>.</li> <li>Complainants will receive updates on progress and final resolution.</li> <li>Follow-up may be carried out to ensure that corrective actions are effective.</li> </ul>

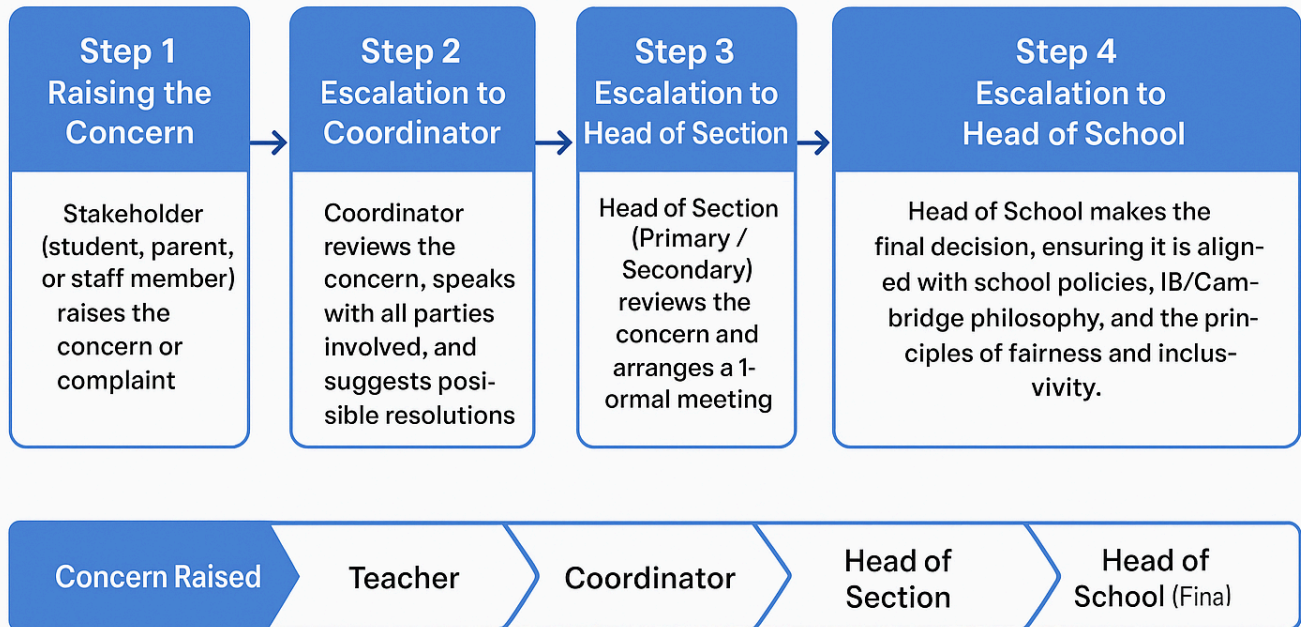
<b>STEP 3</b>	Escalation to Head of Section
<b>WHO</b>	Stakeholders (student, parent, or staff member) raises the concern or complaint.
<b>WHERE</b>	If the issue remains unresolved, the matter is escalated to the <b>Head of Section</b> (Primary / Secondary).
<b>HOW</b>	<ul style="list-style-type: none"> <li>Orally at the campus - Front Office</li> <li>Write in the student handbook</li> <li>Send an email to the official school email ID</li> <li>Communicate through Phone calls at the school reception</li> <li>Take appointments and visit the concerned person</li> <li>Send communication on TODDLE through family messaging app</li> </ul> <p>With a clarity of flow on Step 1 , 2</p>
<b>WHAT</b>	A formal meeting may be arranged with relevant parties to ensure a fair resolution.
<b>WHERE</b>	<ul style="list-style-type: none"> <li>All formal complaints will be <b>documented and recorded</b>.</li> <li>Complainants will receive updates on progress and final resolution.</li> <li>Follow-up may be carried out to ensure that corrective actions are effective.</li> </ul>

<b>STEP 4</b>	Escalation to Head of School
<b>WHO</b>	Stakeholders (student, parent, or staff member) raises the concern or complaint.
<b>WHERE</b>	If the complaint still remains unresolved, it will be taken to the <b>Head of School</b> .
<b>HOW</b>	<ul style="list-style-type: none"> <li>Orally at the campus - Front Office</li> <li>Write in the student handbook</li> <li>Send an email to the official school email ID</li> <li>Communicate through Phone calls at the school reception</li> <li>Take appointments and visit the concerned person</li> <li>Send communication on TODDLE through family messaging app</li> </ul> <p>With a clarity of flow on Step 1 ,2 ,3</p>
<b>WHAT</b>	The Head of School will make the final decision, ensuring that it is aligned with school policies, IB/Cambridge philosophy, and the principles of fairness and inclusivity.
<b>WHERE</b>	<ul style="list-style-type: none"> <li>All formal complaints will be <b>documented and recorded</b>.</li> <li>Complainants will receive updates on progress and final resolution.</li> </ul>



- Follow-up may be carried out to ensure that corrective actions are effective.

## Complaints Process at Ryan Global School



### Rights and Responsibilities:

Parents making a complaint will:

- Treat all parties with respect and courtesy and maintain confidentiality
- Raise the concern or complaint as soon as possible after the issue has arisen, and provide complete and factual information about the concern or complaint
- Ask for assistance or further information as needed
- Act in good faith to achieve an outcome acceptable to all parties
- Have realistic and reasonable expectations about possible outcomes/remedies

**In return, parents lodging a concern or complaint with RGS can expect to:**

- Be treated with respect, courtesy and consideration
- Have their complaint dealt within an efficient and timely manner
- Have personal information treated as confidential



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- Have their complaint considered impartially and by due process

The final decision regarding the concern or complaint will be at the discretion of the school authorities.

**POLICY REVIEW AND CONNECTIONS:** Policy is drafted in 2025 , Next Policy review is in 2029

<b>POLICY</b>	<b>CONNECTION</b>
<b>Mission &amp; Vision Statement</b>	Embeds values of fairness, responsibility, and integrity in addressing concerns.
<b>Code of Conduct Policy</b>	Provides a formal channel to address breaches of expected behaviour.
<b>Academic Integrity Policy</b>	Supports reporting and resolving issues of malpractice, plagiarism, or unfair practices.
<b>Assessment Policy</b>	Ensures a process for appeals, rechecks, and disputes related to student evaluations.
<b>Inclusion &amp; Equity Policy</b>	Addresses concerns regarding accessibility, support for diverse learners, and fairness in opportunities.
<b>Child Protection &amp; Safeguarding Policy</b>	Offers safe mechanisms for reporting grievances related to child safety and well-being.
<b>Behaviour Management Policy / Discipline Policy</b>	Provides clarity on how complaints related to discipline decisions are handled
<b>Teaching &amp; Learning Policy</b>	Complaints about curriculum delivery, pedagogy, or programme implementation can be escalated.
<b>Communication Policy</b>	Ensures respectful, transparent, and documented dialogue between stakeholders during grievance redressal.
<b>Health, Safety &amp; Well-being Policy</b>	Grievances related to safety measures, school environment, or well-being initiatives are addressed.
<b>Technology &amp; Digital Citizenship Policy</b>	Provides procedures for complaints about cyberbullying, misuse of technology, or online learning practices
<b>Professional Development / HR Policy (for staff)</b>	Staff grievances related to workplace fairness, opportunities, or professional treatment are included.

## **Reference :**

- National guidelines for students code of conduct
- Programme standards and Practice 2014
- Programme standards and Practice 2018
- Making PYP Happen
- MYIB - The learner , The learning environment and Teaching and Learning.
- Understand the Complaints Process" - Education.WA. Retrieved from:
- Parent, Legal Guardian, and Student Complaint Procedure 2021-2" - GEMS Our Own Indian School.
- Policy for Parents' Concerns and Complaints" - Department of Education and Training, Victoria.
- National Education Policy 2020: