AKADEMEIA
HIGH SCHOOL

2026 | 2027

Parents and Students *Handbook*

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1. The ethos and aims of the school

Akademeia High School is an international, academically selective school following the British curriculum for years 10–13. We also run an educational institution (placówka oświatowo-wychowawcza) Akademeia Prep School, which implements the British curriculum for Year 9.

We strive to help our students realise their intellectual and creative ambitions and stretch their abilities in our pre-university university environment. We provide a pathway to the leading universities across the globe and prepare our students for the ever-changing world.

With critical thinking at the heart of our curricula, we nurture student agency, encourage dialogue, and follow an interdisciplinary approach to develop in our pupils a lifelong passion for learning.

2. School organisation

2.1. School calendar

The school calendar with term dates is published on-line:

https://www.akademeia.edu.pl/term-dates

A detailed version of the school calendar can be found:

https://www.akademeia.edu.pl/calendar

2.2. Daily routine

Lessons are 40 minutes long, sometimes in blocked classes. They follow a daily schedule of 10 units with breaks of 5 or 15 minutes. At the end of the day, there are two blocks of 60-minute sessions for co-curricular activities.

The Timetable	
LESSON 1	8:30 – 9:10
LESSON 2	9:15 – 9:55
LESSON 3	10:10 – 10:50
LESSON 4	10:55 – 11:35
LESSON 5 YEAR 9 LUNCH BREAK	11:50 – 12:30
LESSON 6 YEARS 10 AND 11 LUNCH BREAK	12:35 – 13:15
LESSON 7 YEAR 12 LUNCH BREAK	13:20 – 14:00

LESSON 8 YEAR 13 LUNCH BREAK	14:05 – 14:45
LESSON 9	14:50 – 15:30
LESSON 10	15:35 – 16:15
CO-CURRICULAR 1	16:25 – 17:25
CO-CURRICULAR 2	17:30 – 18:30

2.3. The school canteen and café

The school canteen provides students with a freshly cooked lunch on a daily basis. Lunch includes soup, main course and salad and is served between 12:00 and 14:45. Students need their ID cards to receive their lunch.

Students with other dietary requirements will have their food prepared and issued individually. Allowances are made for a variety of diets: those students with allergies and/or special dietary requirements should inform the school upon signing up by providing the necessary information on the personal questionnaire. Any further changes should be communicated to the school office at: office@akademeia.edu.pl, and to the canteen staff. Unless a student opts out one month before the commencement of the next term, it is assumed that they will continue to eat lunches at the school.

There is also an opportunity to buy freshly prepared snacks, fruit, drinks etc. from the canteen outside of lunch hours. The canteen also offers various breakfast options between 7:45 and 10:00. Please note that payment at the canteen store (also for breakfast) may only be made by a debit or credit card.

In order to make sure lunch is freshly prepared and served on time, the school canteen will not be able to warm-up any outside meals brought by the students.

There is a school café that serves hot beverages, juices and snacks, which may be purchased by students during break times. The café operates from 8:15 to 16:00 on workdays during the whole term.

2.4. Essential Contact and Communication Information

2.4.1. School office

The school office hours are: Mondays to Fridays from 8:00 to 17:00.

Phone: +48 22 299 87 87 (school reception)

+48 22 299 87 88 (school office)

E-mail: office@akademeia.edu.pl

2.4.2. Leadership team

Position	Name	E-mail
Headmaster	Dr Karolina Watras	headmaster@akademeia.edu.pl
PA to the Headmaster	Aleksandra Jarosz	aleksandra.jarosz@akademeia.edu.pl
Deputy Head	Dr Katarzyna Borzym-Grzesik	katarzyna.borzym-grzesik@akademeia.edu.pl
Assistant Head Pastoral & Designated Safeguarding Lead (DSL)	Peter Davidson	peter.davidson@akademeia.edu.pl
Assistant Head Operations	Tymoteusz Zdunek	Tymoteusz.zdunek@akademeia.edu.pl
Director of Marketing & Communications	Izabela Juchniewicz	izabela.juchniewicz@akademeia.edu.pl
Director of Admissions & Development	Aleksandra De Sa	aleksandra.desa@akademeia.edu.pl
Director of Co-curricular	Aleksandra Wittchen	aleksandra.wittchen@akademeia.edu.pl

2.4.3. Form Leadership

The school is structured into Fifth Form (Year 9 - Foundation Year, Year 10 and Year 11) and Sixth Form (Year 12 and Year 13). Mentors oversee students' personal and academic progress through weekly mentoring meetings. Heads of Forms and Heads of Years oversee all mentors' work as well as the academic and co-curricular activities of the respective Form.

Position	Name	E-mail
Head of Sixth Form	Aleksandra Wittchen	aleksandra.wittchen@akademeia.edu.pl
Head of Year 12	Sarah Żakowicz	sarah.zakowicz@akademeia.edu.pl
Head of Year 13	Manraj Gill	manraj.gill@akademeia.edu.pl
Head of Fifth Form	Patrycja Krysińska	patrycja.krysinska@akademeia.edu.pl
Head of Year 9	Patrycja Krysińska	patrycja.krysinska@akademeia.edu.pl
Head of Year 10	Dr Natalia Kowalczyk	natalia.kowalczyk@akademeia.edu.pl
Head of Year 11	Hristo Stefan	hristo.stefan@akademeia.edu.pl

2.4.4. Who to Contact and When

Who	When	E-mail

School Office	• Informing about planned absence or lateness of a student • Emergency • Change of personal details (address/email) • Contract	office@akademeia.edu.pl
AHS Finance	• School lunches • Finances • Contract information	ahs.finance@akademeia.edu.pl
Examination Centre	• Matters relating to the logistics of exam sessions • Submitting relevant documentation to grant special access arrangements	examcentre@akademeia.edu.pl
Mentor	• For day-to-day pastoral matters, general wellbeing, settling into school life, or concerns about personal or academic development.	firstname.surname@akademeia.edu.pl (Individual contact for each student)
Heads of Year	• Matters relating to year group, patterns of behaviour, attendance or punctuality, or where an issue has not been resolved through the usual pastoral or academic channels.	Y9: patrycja.krysinska@akademeia.edu.pl Y10: natalia.kowalczyk@akademeia.edu.pl Y11: hristo.stefan@akademeia.edu.pl Y12: sarah.zakowicz@akademeia.edu.pl Y13: manraj.gill@akademeia.edu.pl
Heads of Form	• For more significant or ongoing pastoral, behaviour or academic concerns, or where further support or intervention is required.	Head of Fifth Form: patrycja.krysinska@akademeia.edu.pl Head of Sixth Form: aleksandra.wittchen@akademeia.edu.pl
Deputy Head	• Top-level academic concerns or matters requiring senior academic intervention	katarzyna.borzym-grzesik@akademeia.edu.pl

Assistant Head Pastoral	• For significant or persistent behaviour and pastoral concerns, formal behaviour matters, or where a matter requires senior pastoral intervention.	peter.davidson@akademeia.edu.pl
Assistant Head Operations	• For significant or unresolved matters concerning the day-to-day operation of the school, facilities, health and safety, and operational procedures.	tymoteusz.zdunek@akademeia.edu.pl
Designated Safeguarding Lead	• For any concern relating to a student's safety, welfare or protection, including concerns about abuse, neglect, bullying, exploitation or other safeguarding matters. Safeguarding concerns should be raised directly with the DSL and will be managed in accordance with the AHS Child Protection and Safeguarding Policy.	peter.davidson@akademeia.edu.pl
Director of Co-curricular	• Co-curricular activities • Personal Development Scheme • Student Council • External summer schools	aleksandra.wittchen@akademeia.edu.pl
Director of Admissions & Development	• Recruitment of new pupils	aleksandra.desa@akademeia.edu.pl ahs.admissions@akademeia.edu.pl
Marketing	• Communications • External Relations and Promotion	marketing@akademeia.edu.pl
Director of Extended Learning	• Short courses • Summer schools in Akademeia High School	andrew.james@akademeia.edu.pl
Centre for Higher Education &	• Matters related to university choices and application process	liam.higgins@akademeia.edu.pl (UK and EU) Julia.seeholzer@akademeia.edu.pl (US and Canada)

Career Advice		vladislava.reznyk@akademeia.edu.pl (Europe)
Head of Wellbeing Team	• Wellbeing support (student may be redirected to another member of Wellbeing Team, whose expertise matches student's needs) • Webinars organised by the Wellbeing Team	diana.diakow@akademeia.edu.pl
Head of Learning Support	• Special educational needs support (student may be redirected to another member of Learning Support Team, whose expertise matches student's needs) • Access arrangements for exams	Thailys.freites-hernandez@akademeia.edu.pl
Akademeia High School Foundation	• Any projects related to AHS Foundation, donations	fundacjaAHS@akademeia.edu.pl
Head of Boarding House	• Any issues related to the Boarding Provision	Agnieszka.fiolna@akademeia.edu.pl

2.4.5. Ways of Communication

E-mailing is the easiest way to contact the school. As a general rule, staff email addresses are formatted as: firstname.surname@akademeia.edu.pl

Teachers and staff members will aim to respond to any e-mails from parents within two working days. Please note that during holiday time the response time may be prolonged.

Parents and Students Handbook

The Parents and Students Handbook is an annually updated booklet with key information on our School's ethos, curriculum, activities, policies and procedures. All parents and students are provided with the updated version at the beginning of each academic year. The Handbook should be read alongside the school's current policies. Where there is any conflict, the relevant school policy will take precedence.

Letters

Important whole School and Form/Year specific letters are sent via email.

Newsletters

A monthly digest highlighting news from the past month and providing information about upcoming events is sent to parents via email.

3. ASIMS (Akademeia School Information Management System)

Parents and guardians can follow their child's day-to-day progress, including homework, feedback and attendance through our school platform ASIMS at https://ahs.asims.edu.pl/ Each parent receives the individual login information.

If parents wish to discuss their child's performance and progress further, they should contact the mentor in the first instance.

4. School Parent Events

The School schedules regular events throughout the year, such as information sessions, parents-teachers evenings, parent presentations and webinars to provide information to parents and address their questions.

Parent Information Sessions

These sessions are held at the beginning of each term to introduce parents to the curriculum their children will be following and to provide an overview of the key highlights and goals for the upcoming term.

Parents-Teachers Evenings

Twice a year parents have a chance to meet with teachers in a formally planned online setting to discuss their child's progress. Please refer to the school calendar for exact dates.

Parent Presentations

On these occasions, parents will have a chance to hear from the School on a wide variety of education and parenting related topics, from the student wellbeing to university applications etc. These are organised throughout the year, both on- and off-line.

4.1. Akademeia Parent Association (APA)

Akademeia High School is very much a community school and involvement of parents is an integral part of our school life. The Akademeia Parent Association was established to create a platform for our parents and guardians to get more actively connected, involved and engaged in our community, its fundraising projects and school broader developments. The Akademeia Parent Association meet with the Senior Leadership Team and/or school representatives to talk about all current school issues in an informal setting. These meetings involve an elected executive committee as well as parent volunteers and provide an opportunity for everyone to exchange ideas and work together for a common goal.

Detailed information about various parent events and opportunities to get involved and contribute to school life are shared throughout the year. All parents are welcome. For more information you may contact APA at parentassociation@akademeia.edu.pl.

5. Use of the building and grounds

5.1. Student safety

The school is committed to providing a safe, respectful and inclusive environment in which students can learn and flourish. There is a team of on- site personnel to ensure that the school buildings and grounds are secure and safe to use during the school day. The school also operates a comprehensive access control system throughout the site and students are able to enter the school using their student ID cards. The access control system ensures that students do not have unsupervised access to potentially dangerous areas, such as the science laboratories and sports hall. Student cards cannot activate these doors, and these areas are kept locked at all times when not in use.

Students may only use electric and other potentially dangerous equipment under the supervision of teachers. Any potentially dangerous equipment is locked away outside of lessons.

Students do not have access to the maintenance and catering areas of the school building. Students cannot stay on school premises between the hours of 19:00 and 07:00, unless they are attending an activity directly organised and supervised by a member of staff. The school considers 07:00-08:00 and 18:30-19:00 as out-of-hours provision.

Students are only allowed on site during weekends and the school holidays to attend an activity directly organised by a member of staff or as a holiday course.

All students and members of staff are issued with school ID cards. They must show them when asked to do so by security guards or other members of staff. These cards provide access to the building as outlined above. Students may request a temporary card if they have left their card at home. These cards are active for one day only and must be returned as the student leaves the building. There is an additional fee of 50 PLN for not returning the temporary card. Card use is monitored and can be used to verify attendance.

5.2. Security & CCTV

The school operates a limited number of CCTV cameras at the entrances to the school site and around the school for security purposes. The cameras record visual data only; no sound is recorded. Unless there is an incident requiring further investigation, the images are stored for 30 days and deleted afterwards. There are no cameras in the classrooms (except art and photography studios), toilets and changing rooms.

5.3. Visitors

All visitors must report to the main reception desk upon arriving at the school. Students are not allowed to invite guests unannounced to the school; all guests must be vetted and approved in advance of their arrival by the school office unless they attend open school events. Guests will be issued with temporary ID Cards, which they need to wear while on the school premises and must return to the reception when leaving.

5.4. Deliveries

The school cannot accept parcel deliveries (including food deliveries) for students unless expressly authorised and then collected by a member of staff.

5.5. Student lockers & bike racks

Each student is provided with a locker for the duration of the academic session, in which personal items should be stored. Any student property left at other locations around the school may be disposed of. At the start of the academic session, students are issued with a locker key that is their responsibility for safekeeping. Students who lose their locker keys will be charged the cost of replacing the lock and/or key. Students are not allowed to decorate either the interior or exterior of their lockers (e.g. by affixing stickers or pictures/photos with the use of adhesives; painting or in any other way altering or damaging their locker). Students are responsible for the cleanliness of their locker. Perishable goods such as meat, fish, dairy, fruits etc. must not be stored in lockers.

Students are to return their locker keys to the Reception at the end of each academic session and the school office representative will be inspecting the lockers then.

Bike racks are located in front of the school and within the school premises; all bicycles in use by students should be left there. Students may use bike racks within the premises on request and access will be granted via their student ID Card. Students are not permitted to bring bikes or any other vehicles into the school building under any circumstances. The school is not responsible for any damage or theft of parts/the entirety of the bike or vehicle whilst they are on school premises.

5.6. Care of school property

In accordance with the students' code of conduct, students must take care of the school property and may be liable for any damage they do to school property that exceeds everyday wear and tear. This includes both the wilful and accidental breakage of equipment, including science, musical, sports and art equipment, as well as the overall general school equipment.

5.7. Car park

To ensure the safety of all members of the school community and to maintain adequate parking availability, students are not permitted to park vehicles on Akademeia High School premises.
The school car park is reserved exclusively for staff members and authorised visitors. The school security team monitors access to the car park and will only permit entry to authorised vehicles.

5.8. Fire alarms and evacuation

The school is equipped with a central fire alarm system. Upon hearing the alarm, the students should leave the school building via the nearest specified evacuation route and proceed to the assembly point on the school field. A fire alarm drill is conducted regularly for all members of the school and new students are informed of the evacuation procedure during integration camp or as part of their induction if joining the school mid-year.

5.9 First aid and medication

All teaching and administrative staff receive annual First Aid training and can assume the position of first responder in First Aid situations. In the event of injury or ill health students should immediately notify the closest member of staff who will decide on next steps.

During term time, a qualified Long Life medical professional will be present on the school premises Monday to Friday from 8:00 a.m. to 4:00 p.m. and available in the Medical Room.
Students and staff requiring medical assistance during these hours must first report to the School Reception/School Office. The incident or health concern will be registered, and the individual will then be directed to the Medical Room if appropriate. Students and staff should not attend the Medical Room without prior notification and registration at Reception. Parents will be notified as soon as reasonably possible. Should the student be unable to stay at school, parents will be required to collect the child or arrange suitable transport and supervision.

Outside of these hours (from 4:00 p.m. until 8:00 a.m.), as well as during weekends and public holidays, all medical incidents and health-related concerns occurring at the school's premises must be reported to Long Life via the dedicated emergency telephone number: +48 883 112 106. The Long Life duty team will provide guidance, arrange appropriate support, and advise on any further actions required. In the event of a life-threatening emergency, emergency services should be contacted immediately by calling 112.

Staff members cannot administer or give students medicines.

Students suffering from a particular medical condition (e.g. diabetes, asthma) need to inform the school of their condition on the school registration form.

6. Attendance

Regular and punctual attendance is essential for a student's academic progress and successful completion of the curriculum taught at Akademeia High School. The attendance and punctuality of a student reflects their attitude towards school duties, as well as respect towards teachers and other students. Regular attendance also develops a sense of responsibility and maturity, which is vital to a student's further academic and professional success. Any absence may cause serious disruption to a student's learning process.

Students are expected to be present and punctual at all lessons and planned activities. Attendance is continuously monitored, and mentors as well as parents are informed if there are any concerns. Attendance will be marked on students' progress reports and end-of-year transcripts. Parents and guardians can monitor the attendance of their child in ASIMS. Akademeia High School recognises the fundamental importance of attendance on student progress and will do all it can to support any student struggling to come into school to attend their lessons.

6.1. Notifying the school about absences

The school needs to be notified about an absence as soon as possible by phone (+48 22 2998787) or by e-mail (office@akademeia.edu.pl) by a parent or a legal guardian.

If the notification is by e-mail, it must come from an e-mail address registered with the school and should be addressed to the school office and the child's mentor.

Permission to take children out of school during the term needs to be authorised by the mentor, and all requests must be made in writing.

Absences can be excused by the parents or guardians up to 14 days after the absence occurred. After 14 days, the missed days/classes will remain unauthorised, regardless of the reason for the absence.

6.2. Authorised Absences

Authorised absence refers to a situation when the school has agreed for the student not to be present on a given school day or during a lesson. The school will authorise absences in the following situations:

- **Illness** – parents/guardians should inform the school about a student's illness as soon as possible. In the case of a prolonged absence, the school may ask the parents/guardians to provide a medical record of their child's illness.
- **Mental health and wellbeing** – if a student's mental health or wellbeing is the reason for their absence, in addition to informing the school's office about the absence, parents should also contact the Head of Wellbeing.
- **Medical appointments** – wherever possible, parents/guardians should arrange for all appointments to take place outside of school's hours. If the appointment has to take place during the school day, the student should miss only a minimum number of hours. Medical appointments have to be authorised by the school in advance.

- **Exceptional events** – If there is a valid reason (other than any of the above) for a student's absence on a given day, the parents/guardians must request this in advance. Requests for planned absence during term time must be submitted in writing to the Mentor. Parents should not assume that notification constitutes authorisation.

6.3. Extracurricular Engagement Absences

The school is very supportive of students' growth and development. Therefore, absences related to participation in competitions and other extracurricular events or activities outside of the school are likely to be authorised. Such activities may include:

- Participation in competitions/conferences/academic and sports events outside of the school
- Internships, facilitated by the school or approved by the school
- Trips and outings organised by the school

If a competition/conference or sports event is organised outside of the school, the parents should contact the school in advance. If the event is organised or facilitated by the school, the student's absence will be authorised automatically.

Absences related to extracurricular engagement do not count towards total number of absences.

6.4. Unauthorised Absences

Missing any part of the term is disruptive, not only to the student concerned but also to the rest of their class and to the teaching staff. If parents remove their child without the permission of the school, the absence is considered unauthorised.

The school will not authorise student absences if the parents/guardians do not provide authorisation within 14 days from the absence.

6.5. Leaving the school building

Students are expected to remain on the school premises from the beginning until the end of their scheduled lessons. Students 'sign-in' through the main entrance gates electronically using their student ID Card. Students must scan their card upon every entry and exit of the building.

Students in Sixth Form may be allowed to leave school premises during breaks provided they have permission (in writing) from their parents or their legal guardians. Parents/legal guardians take full responsibility for the student while they are outside the school. In instances of improper conduct (such as being late to lessons), the school may not allow the student to leave school premises during breaks. Fifth Form students are not allowed to leave the school premises during breaks.

6.6. Attendance review and interventions

Attendance and punctuality are monitored regularly. Where concerns arise, the school will consider the frequency, duration, pattern and circumstances of absence or lateness and will work with the student and parents to identify appropriate support.

Where attendance or punctuality concerns constitute a behavioural concern, the school may use the interventions and formal warnings set out in the Behaviour Policy.

Where attendance concerns are significant, persistent or have an impact on a student's ability to meet the requirements of their programme of study, the school reserves the right, where appropriate, not to enter the student for external examinations. Any such decision will be considered on an individual basis and communicated to the student and parents.

7. Academic life

7.1. Academic programme

7.1.1. Year 9

Year 9 is the Foundation Year for Akademeia High School four-year programme. It provides a comprehensive development of analytical and critical thinking skills across the key disciplines. Students follow a broad curriculum of core subjects, including Mathematics, English, Polish, Biology, Chemistry, Physics as well as Introduction to Humanities and Introduction to Social Sciences. Students also learn one Modern Language and attend Physical Education classes. Across the subjects, special emphasis is placed on the development of key academic skills such as essay writing, note-taking, oral presentation, and independent study skills. Students may also choose to join co-curricular activities in the afternoons.

7.1.2. Year 10

Students follow a broad curriculum that combines iGCSE and Akademeia Assessed Courses (AAC), including Mathematics, English, Polish, Biology, Chemistry, Physics as well as History and Geography. Students will also choose a Modern Language as part of their obligatory curriculum. Students follow Physical Education classes as part of the core curriculum. The curriculum prepares students to make suitable choices of study for the next year. Through the third term students discuss their choice of an Academic Pathway for Year 11 with their mentors. Students are required to demonstrate academic ability (by achieving a grade 7 or higher in their end of year exam) that will allow them to successfully complete their studies within a chosen Academic Pathway. Students may also choose to pursue an AAC subject in Creative and Performing Arts (Fine Art, Drama, or Music) and may choose to join co-curricular activities in the afternoons.

7.1.3. Year 11

Students continue to study core subjects from Year 10 (English, Mathematics, Polish, Modern Language, Polish History, Polish Geography) and their Academic Pathway subjects with the view of sitting iGCSE and AAC exams at the end of the year.

All students need to choose their A Level subjects in the third term of Year 11. Academic requirements for A Levels (based on iGCSE and AAC exam grades) are published by each department; usually students will be required to achieve grade 7 or higher in their end-of-term exams in the subject they wish to study at A Level or a related subject. Students' iGCSE exam results may also be taken into consideration. If a student does not meet a department's academic requirements, the school reserves the right to prescribe which A Levels the student is allowed to pursue.

7.1.4. Year 12

In the first year of the A Level programme, students follow curricula of their chosen A Level subjects. Depending on the specification, they may sit some modules in the May/June exam session at the end of the first year of study. Students who are native Polish speakers sit the full A Level exam in Polish at the end of Year 12.

Students also begin their preparation for university entrance exams. All students are required to complete a course in Academic Writing, which runs throughout the year and includes preparation for IELTS and SAT exams.

7.1.5. Year 13

Students complete their A Levels, sitting final exams in May and June. In term 1, students complete their applications for university admissions for both the UK and US. Applications to European and other world destinations are prepared in line with the individual universities' deadlines. All Polish citizens are also required to complete Polish Literature course.

7.2. Exams, non-examined assessment & graduation requirements

Students sit the end-of-term exams in line with their year of study and curriculum. All students sit end-of-term exams at the end of Term 1, and Term 2 and/or Term 3. The individual student's examination schedule can be viewed in the school's online system ASIMS.

Formal assessment varies across subjects and the year of study. A separate Akademeia High School Assessment Policy outlines how grades are issued within each course. The Assessment Policy is issued at the beginning of each school year to students, parents and legal guardians.

All students are obliged to sit their End-of-Term exams. The grades achieved in the End- of-Term exams will contribute to their final End-of-Year grades. However, in extraordinary circumstances, when a student is unable to attend their exams, due to an illness or another authorised reason, we will reschedule their exams. All such cases will be reviewed individually by the Examination Centre in liaison with the Deputy Head and Head of Form.

Results from the end-of-term exams and non-examined assessment are recorded in the school system. Students are required to achieve a minimum average grade 5 or C at the end of each term (from across end-of-term exams and non-examined assessments) to be allowed to continue attending the school in the next academic session.

If a student fails to achieve at least average grade 5 or C at the end of term, they are put on probation, and they must achieve an average grade of 5 or C at the end of terms 2 and 3.

If a student fails to achieve the required results in terms 2 and 3, the student's performance and situation is discussed with the Deputy Head. The school reserves the right to decide whether the student is allowed to keep their place at the school and on what conditions.

If a student's end-of-year grade in any subject is 3 or below (Fifth Form) or D or below (Sixth Form), they will be asked to retake the exam at a later date. If a student fails to obtain a passing grade from their retake, they will be put on academic probation and their place in the school will be in jeopardy.

Students with any diagnosed educational needs may apply for access arrangements during both internal and external exams. The Head of Learning Support will be in contact with the student's mentor to coordinate any support that may need to be implemented during the year. This may include 'provisional' access arrangements for internal assessments, so this becomes a student's normal way of working. All provisional access arrangements for internal End-of-Term sessions must be approved no later than 1 month before the examination session (this includes extra time and using a word processor). However, the whole approval process usually takes at least one term.

The decision whether an access arrangement is approved in official examinations, is that of the external exam boards and not the Exam Centre. The Exam Centre applies for access arrangements on behalf of the student. All applications for access arrangements for official examinations must be processed by the end of January.

7.3. Changing Academic Pathways / A Level Subjects

Akademeia High School values academic freedom and is open to providing students with academic opportunities which suit their interests and abilities. The school provides students with a broad range

of Academic Pathways and Additional Subjects in Year 11 and a wide selection of A Level courses in Years 12 and 13.

In the third term of Year 10 and Year 11, students are expected to submit their final academic pathway and subject choices, for the following school year, to their mentor and AHS Office. The deadline for submitting these choices is communicated to the students and parents at the beginning of each academic year.

If a student wishes to change their Academic Pathway or Additional Subject in Year 11, they should submit a request to the Head of Fifth Form. The acceptance of such change may be dependent on multiple factors, including student's performance so far, teachers' assessment, availability of places in the courses they wish to pursue. If a request is submitted in the second half-term of an academic year, the student may be instructed to complete the term in the current subject, sit End-of-Term 1 exam, and pursue a new Pathway from the second term. Changing Pathways and Additional Subjects in the second and third term is not permitted.

If a student wishes to change their A Level subject in Year 12, they should submit a request to the Head of Sixth Form. The acceptance of such change may be dependent on multiple factors, including student's performance so far, university applications, teachers' assessment, availability of places in the courses the student wishes to pursue. If a request is submitted in the second half-term of term one of an academic year, the student may be instructed to complete the term in the current subject, sit an End –of-Term 1 exam, and pursue a new subject from the second term. Changing A Level subjects in terms two and three of Year 12 may be granted only under exceptional circumstances.

7.4. Resignation from completing subjects

If a student wishes to drop an additional subject (such as co-curricular activities or additional iGCSEs) after the first half-term of the school year, they should submit a request in writing to the Head of Form. The Head of Form will approve or decline such a request, based on teachers' assessment, student's performance and their long-term plans. However, the student will still be expected to complete the current term of the course and sit an end of term exam, before a permission to drop the course is granted.

In special circumstances (e.g. health and wellbeing concerns, SEN diagnosis), student may be advised by the school to resign from the obligatory courses they have been pursuing (iGCSE or A Level). The school will contact the parents to discuss recommended course of action.

All withdrawals from an external examination or internal assessment should be approved by the school. If a student resigns from sitting and examination without the school's authorisation, this will be reflected in their final grade for the subject on their end of year transcript.

7.5. Retaking external exams

If a student is dissatisfied with the grade obtained in an external examination (iGCSE or AS Level), they may submit a written request to the Exam Centre to retake the subject.

Retakes may be taken during the October, January, or June examination sessions, subject to the approval of the relevant Head of Department and the availability of the examination session and subject at the school.

Students retaking an examination are expected to prepare independently. They are encouraged to attend consultations with their subject teachers, where available, for additional guidance and support.

7.6. Co-curricular activities

The school aims to provide a varied and stimulating curriculum. This includes a range of school clubs that students can opt into. School clubs can be used to develop students' interests and passions, prepare them for advanced studies and successful performance in contests (Olympiads), and to engage in extracurricular projects.

Some school clubs run for the entire school year and some are termly. Some clubs are year-restricted (i.e. only for Year 11) and some are multi-year (e.g. Music Band).

The school announces a list of open school clubs at the beginning of each academic year. As part of the school tuition, students can join any available club in a given term, and it is expected that they will keep attending them for their duration. The school reserves the right to cancel clubs that do not reach a minimum required number of participants.

The school also offers additional co-curricular group classes, which are not included in the tuition and are additionally paid in accordance with the AHS schedule of additional fees. Students are allowed and encouraged to suggest their own clubs. In this instance, five students have to commit to attending their proposed club for at least a term. If a student drops out from a club they cannot, in its place, take up another club during that term. They may join another club in the following term at the discretion of the Head of Form. Students are encouraged to discuss their choice of clubs with their mentors.

7.6.1. Personal Development Scheme

Personal Development Scheme (PDS) is a unique component of curriculum of Akademeia High School. The aim of PDS is to strengthen students' academic and personal development by providing

them with various project-based learning opportunities. Different activities completed within their PDS may also enrich students' university portfolio.

In order to develop students' reflective skills, an essential component of PDS completion is submission of reflective essays. The guidelines for writing the essay are shared with the students by their mentors.

Each academic year, students obtain a grade from PDS. The following scale is used: Distinction, Merit, Pass, Fail. PDS in the Fifth Form consists of two main components: workshops and project work. At the beginning of the school year, all Fifth Form students attend a series of workshops focused on year-specific aims. The aims are as follows:

- Year 9 - Getting to know yourself and developing confidence
- Year 10 - Communication and self-care
- Year 11 - Developing autonomy and preparing for the next stage

Each year students are presented with various project options during PDS project fair. They select three projects they are interested in and PDS Coordinator will assign them to one of the three projects. The students will work under the supervision of a project manager on completing the tasks. At the end of the cycle, all PDS groups will present the effects of their work. In the third term, students of Year 9 and Year 10 will attend another series of workshops.

In the Sixth Form, PDS is designed in such a way, that the students may approach their personal growth in a more personalised way. This is due to the fact, that students begin their preparation for university applications and therefore PDS will naturally support the process. The students are expected to complete two tasks, which should be related to:

- Community contribution (e.g. volunteering)
- Academic work (e.g. competitions, courses)
- Professional experience (e.g. internships) Each task should amount to a minimum of 15 hours.

7.6.2. Sport

Sport is an important part of any young adult's development. Fifth Form students participate in sport classes, as scheduled in their timetable. In Sixth Form, sports classes are expected to participate in one of the Sport Clubs.

In addition to the obligatory sport classes, the school offers a broad range of sport clubs in the afternoons and on Saturday mornings. All students can propose sport clubs to the director of the PE Programme and the Director of Co-Curricular.

7.6.3. Community engagement

Students are encouraged to undertake community work during holidays or after classes. The school helps with this through the Personal Development Scheme, which provides specific opportunities as well as further advice and contacts to NGOs and other charity organisations.

7.6.4. School outings and trips

The school organises outings and trips to further the students' education. Obligatory trips and outings are included in the school fees. Some, but not all, outings with co-curricular clubs are paid for by the school. In case of additionally paid trips and events, those students who sign up but then fail to attend, for whatever reason, are bound to pay the cost of tickets, transport etc. that was borne by the school, in line with the Regulations for School Trips.

The school's code of conduct applies to all students at all times, in all locations whilst on an outing or tour. The school will ensure that outings and trips are planned and conducted in such a way as to ensure the safety of all students. Parents and students will be notified in advance of the dates, programmes, and possible costs of all planned outings and trips. Participation in non-compulsory trips and activities may be restricted where this is considered a proportionate and necessary behavioural or safeguarding measure, in accordance with the Behaviour Policy and relevant trip regulations.

7.7. Consultations

On Mondays and Thursdays 16:25 – 17:05 teachers hold additional consultations. Students are encouraged to use these periods to clarify any problems they have encountered during their independent work or if they need to expand further on topics covered in the lessons.

7.8. Study Periods (SP)

The school encourages students to develop the habits and skills necessary for successful independent study. All students have scheduled breaks in their timetables which should be treated as Study Periods. Students who are following Performance Improvement Plan will have additional Study Periods scheduled in their timetables.

7.9. Assemblies

On Tuesday afternoons, the entire school community come together for a weekly assembly. There are two separate assemblies: for Sixth Form at 12:35 and for Fifth Form at 13:20. Assemblies serve the purpose of community building, where the members of each form have an opportunity to learn more about issues vital to their school life. Attendance is mandatory.

7.10. Progress reports

Students and parents receive school reports with feedback on students' performance twice a year. Reports will be released in line with the calendar published at the beginning of each academic year. These reports provide essential information on a student's academic progress and their work ethic. Mentors discuss the reports with students and encourage them to reflect upon their progress and teachers' recommendations. Parents can also follow their children's ongoing progress by monitoring teachers' regular feedback on homework and in-class assignments through the school online system.

7.11. Academic Warning System

If a student fails to achieve at least average grade 5 or C at the end of term, they are put on probation, and they must achieve an average grade of 5 or C at the end of terms 2 and 3. Academic concerns are routinely followed up by the Mentor with support of Head of Year and Head of Form.

The Academic warning steps are outlined below.

1. **Academic Warning issued by the Head of Year** - During an individual meeting, the Head of Year and Mentor speak with the student about their grades. The Mentor then meets with the student to produce a performance improvement plan, which is shared with the students' parents. The performance improvement plan should include achievable targets for the subsequent exam session. The Mentor oversees the implementation of the performance improvement plan and regularly updates the Head of Form on progress. If a situation requires it, the Academic team might liaise with the Wellbeing department.
2. **Academic Warning issued by the Head of Form** - if a student fails to improve their grade average by the following exam session in line with the targets outlined in their performance improvement plan, they are invited to a meeting with the Head of Form and their Mentor. Academic probation will be extended, and the Mentor and Head of Form will work with the student on further targets. The student will be required to regularly check in with their Mentor and the Head of Form on their progress.
3. If a student fails to achieve the required results in terms 2 and 3, the student's performance and situation is discussed with the Deputy Head. The school reserves the right to decide whether the student is allowed to keep their place at the school and on what conditions.

8. Pastoral Care and school community

8.1. Mentors

Each student has a mentor, who is responsible for supporting and monitoring the student's personal and academic development. Mentors provide ongoing pastoral support and help students develop self-awareness, responsibility and positive relationships with the school. They support students in understanding behaviour expectations and reflecting on concerns. Mentors do not issue formal behavioural warnings but may attend formal behaviour meetings as a student-support person and may support the implementation of improvement plans. Students will meet with their mentor and mentor group during their timetabled Mentor's Hour (twice a week in Years 9 and 10 and once a

week in Years 11-13). Individual consultations with mentors take place during mentor's hour or other times during the week. Students should approach mentors with any school issues they may have. The mentor may refer their mentee to the Wellbeing Team if additional support is required.

Mentors discuss termly progress reports with students, as well as their subject choices, co-curricular options and initial university choices.

8.2. Wellbeing

Akademeia recognises that students' wellbeing is an integral part of their personal and academic development. The school organises a number of wellbeing workshops and provides individual support for students with a relevant in-house specialist. The Wellbeing Team can also advise on relevant external experts where needed. Students in need of additional support are referred to the relevant member of the Wellbeing Team through the mentor, after consultation with the Head of Wellbeing. Students may also approach wellbeing staff directly. In some cases, members of the Wellbeing Team may seek direct contact with student's parents. Records relating to wellbeing support are handled confidentially and in accordance with the school's data protection and safeguarding policies. Information may be shared where necessary to safeguard a student or where required by law. Parents and legal guardians are required to fill in wellbeing consent forms when they join the school.

8.3. Safeguarding

AHS is committed to protecting students from harm and promoting their physical and emotional safety and wellbeing. The school operates in accordance with Polish child protection requirements, including the Standards for the Protection of Minors (Standardy Ochrony Małoletnich), and relevant international and UK safeguarding expectations applicable to the school.

All staff have a responsibility to act when they have a concern about a student's safety or welfare. Students and parents should report concerns through the safeguarding channels identified in the AHS Child Protection and Safeguarding Policy.

The school will consider the student's wishes and feelings when determining appropriate action, while ensuring that safeguarding responsibilities are met.

The Safeguarding Team operates in the school in order to resolve any safeguarding issues promptly.

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring students feel safe and comfortable to come forward and report any concerns and/or allegations.

Parents and students are advised of the following designated reporting channels, including anonymous reporting tools:

- Reaching directly to the Designated Safeguarding Lead (DSL) and members of the Safeguarding Team
- Write an e-mail to: peter.davidson@akademeia.edu.pl
- If there is an immediate risk of serious harm, emergency services should be contacted without delay.

Further information about safeguarding procedures, reporting and external referrals is provided in the AHS Child Protection and Safeguarding Policy.

8.4. Learning Support

Akademeia High School recognises that our community is neurodiverse and that some of our students may require additional guidance in developing effective learning strategies. For this reason, the school offers individual and group support for students. If information regarding SEN is shared with the school prior to admission, the student will be referred to the Learning Support Team through the Admissions Team. Teachers and mentors are also encouraged to refer students to Learning Support if a student presents with signs of learning difficulties in the classroom. If a student feels they may require additional support from the Learning Support Team, they should speak to their mentor or the Head of Learning Support to arrange a meeting. The Learning Support Team should also be consulted regarding special access arrangements for internal and external exams.

8.5. The Student Council

Student Council is elected every year and represents the student body to the school management and is supported by the Director of Co-curricular and Assistant Head Pastoral. The Student Council provides a formal channel through which students can contribute their views to school life and development. Elections are organised in the first term of the new school year. All students are eligible to run for the position of Student Council members. All students (except for Year 13 students) are eligible to run for Student Council President.

9. Student Conduct

All students of Akademeia High School provide an important testimony to the school's values through their behaviour both in the school and outside. Students must remember that by becoming a student of Akademeia High School they are expected to illustrate the values of kindness, respect, passion for learning, integrity and resilience in their everyday life.

Students are expected to behave responsibly and respectfully and to uphold the school's values and expectations both within and beyond the school environment. This is achieved through a code of conduct that promotes good relationships, allowing everyone to work together in an effective and

considerate way. Pupils are taught to have respect for others, to be helpful and to have an awareness of the responsibility they have for their own actions and the consequences of their actions. We praise and reward students for good behaviour in a variety of ways.

Examples of good behaviour the school wishes to promote include (but are not limited to):

- **Respect**, which is demonstrated through considerate and polite behaviour towards everyone, including staff and other students. This includes maintaining high levels of attendance and punctuality and completing assignments to time.
- **Kindness**, which is demonstrated in the way students communicate with others, and in how they show empathy and support for others.
- **Passion for learning**, which is demonstrated by their open and mature approach to acquiring knowledge. Students know and understand the importance of holistic education, and they eagerly learn and approach disciplines from outside of their standard area of interest. Passion for learning is also seen in students' active participation in extracurricular activities.
- **Integrity**, which is demonstrated by behaving in an ethical and moral way. Integrity is demonstrated through honesty and by standing up for what is right. This is visible in a student's approach to their school behaviour (for example, by not committing plagiarism or misusing AI) and their relationships with others (e.g. not tolerating discrimination or bullying of any kind).
- **Resilience**, which is demonstrated through a refusal to give up in the face of adversity and a willingness to seek help and support. Resilience also involves recognising when support is needed.

9.1. Student Code of Conduct

In accordance with the Code of Conduct, all students at Akademeia are expected to:

Show commitment to academic growth:

- Attend all lessons, arriving on time and fully prepared with the correct books and equipment, and make a worthwhile and valuable contribution during class
- Perform to the highest level of their ability and always put in their best effort
- Be attentive during lessons, engage fully in lesson activities, and not disturb teaching or the learning of others
- Keep mobile phones in their bag and not use them during lessons
- Complete all homework on time and meet all coursework deadlines punctually
- Work independently during study periods and at home to ensure academic success

Demonstrate respect:

- Demonstrate respect and courtesy for the school site, staff and other students. This includes ensuring that classrooms and shared spaces are kept clean and tidy and that requests from all staff (including reception, catering and cleaning staff) are followed and adhered to
- Communicate with all staff and students politely and respectfully. This also applies to communication via email and Teams

- Speak English at all times during lessons. Polish is only used in lessons on Polish culture, language and history. Students may communicate in Polish when accessing Wellbeing support
- Use of mobile phones appropriately and respect that learning spaces e.g classrooms are mobile free zones where mobile phone use is strictly not permitted and
- Behave in a courteous and honest way when using social media, always respecting the privacy and feelings of others

Be safe:

- Behave calmly and sensibly when moving round the school, when waiting for lessons and when not directly supervised
- Not misuse access gates when entering or leaving the school site, including inviting others onto the site
- Not leave the school site during the school day (Fifth Form)
- Not be in possession of alcohol, tobacco products, vapes or illicit drugs, or enter the school site or participate in school activities under the influence of alcohol or drugs
- Not possess or use weapons, dangerous items or other prohibited articles on school premises, on school trips, or during school activities. Further details are set out in the school's Weapons on campus Policy.

9.2. The Role of English at Akademeia

English is the primary language of administration and instruction at AHS. English is treated as a language of inclusion. While it may feel natural for many students to want to revert to their native languages, students are required to speak English inside and outside of the classroom.

All examined subjects, with the exception of modern foreign languages, are taught in English. As part of the admissions process an English test measures the current level of a prospective pupil's English as well as other skills and knowledge. The ideal Fifth Form candidate will have a minimum level of C1 in English as a lower level of language competence precludes students from gaining the most out of their classes. Only under special circumstances, such as a medical emergency, should a teacher and pupil interact in a language other than English.

9.3. The Role of Polish at Akademeia

To promote an inclusive and welcoming environment for students of all backgrounds, students are encouraged to speak English when interacting with other students in shared areas. All exchanges between teaching staff and students are to be conducted in English, and only English is permitted in lessons.

Polish is only used to deliver curricula on Polish culture and history. Students may communicate in Polish when accessing support from Wellbeing. AHS recognises that students may find some wellbeing issues easier to discuss in their native tongue. Wellbeing sessions are also available in English.

9.4. Use of Phones and electronic devices

To protect learning spaces, mobile phones must not be used in classrooms, the library, sports hall or auditorium. The school reserves the right to introduce a full school phone ban if this is considered necessary. In shared spaces, phone use is permitted only where appropriate. Extensive gaming or inappropriate use, including filming or taking photographs without appropriate permission, will be followed up as a behaviour matter. Laptops and tablets may be used at the teacher's discretion, with devices expected to be closed or put away during key learning moments where appropriate, while reasonable consideration will be given to students with SEN needs. The school's pastoral programme, including integration camp, Mentor Hours and assemblies, will support students in developing healthy digital habits, reducing distractions and using features such as airplane mode when appropriate.

9.5. Plagiarism and Academic Integrity

Academic integrity includes the values of trust, respect, fairness and honesty in a student's work. Akademeia prides itself on its academic ethos and aims to develop a strong academic community throughout the entire student body.

We encourage students to develop a number of key skills that include:

- evidence of independent thought;
- critical thinking and the ability to compare other people's theories and/or evaluate evidence to reach conclusions independently;
- an ability to clearly reference other people's ideas and therefore implicitly show that everything else in the piece of work is the student's own research.

What is plagiarism?

Plagiarism is the inclusion, by a student, of any idea or linguistic formula taken from another source without giving due credit to that source through the accurate citation and referencing of that source in the student's own work. This applies whether the source is in print form (books, journals, other printed media) or is electronic (websites, podcasts), published or unpublished (e.g. university theses), or is the work of any other person.

Examples of plagiarism include:

- Handing in another student's work as your own.
- Copying an essay or some text from a source without proper acknowledgement.
- Paraphrasing materials from a source text without appropriate referencing.
- Using someone else's ideas or arguments without acknowledging them.
- Using statistics, tables, figures, data, diagrams or images without due acknowledgement or reference.
- Handing in material downloaded directly from the Internet or AI generated (For further information please refer to the AI Policy)
- Submitting, in whole or in part, work that has previously been submitted at Akademeia or elsewhere.

- Using software programs that arbitrarily incorporate material from unknown/undeclared sources into written work.
- Buying or commissioning work, such as essays, which are written by “ghost writers” but which are submitted as the student’s own work.

Plagiarism is treated as a serious breach of Student Code of Conduct and will result in disciplinary consequences.

9.6. Online Code of Conduct

All online communication between staff and students should take place exclusively through Teams, email and ASIMS. When accessing the internet at school, or communicating with staff via the internet, students are expected to adhere to the following rules:

- When accessing online lessons or in a video call with staff, students are expected to turn on their cameras and keep them on for the duration of the call.
- Students should use an appropriate profile picture to be easily recognisable to other students and staff members. In addition, they should use an appropriate background picture. If an assessment is taking place during an online lesson, students must not use any background effects.
- It is strictly prohibited to record or take any screenshots during online calls.
- During online lessons, students should be in a suitable location, which enables them to focus, take notes and attend the lesson with high level of engagement.
- Students should be dressed appropriately for all online calls.
- The content posted by the students in virtual classrooms should be related to the lesson only. Any offensive or disruptive comments are strictly prohibited.
- Students must not use digital communication to bully, threaten, harass, intimidate, discriminate against or otherwise harm another person.

In the unlikely occurrence of an event forcing school closure or preventing face-to-face learning (such as a pandemic), teaching will move online. In such circumstances, the Online Code of Conduct will apply to all students, in addition to the Code of Conduct outlined above.

Online safeguarding concerns should be reported in accordance with the AHS Child Protection and Safeguarding Policy.

9.7. Alcohol, smoking and drugs

The school recognises that substances and illicit drugs are widely and increasingly available and are used by teenagers from all backgrounds; it sees this as an issue that all schools must address seriously. The school also believes that the vast majority of parents, staff and pupils wish us to take a very firm stand against the possession and use of drugs. It is explicitly forbidden for students to use illicit drugs or other substances, and to possess and consume alcohol or smoke on school premises. Possession, use, supply or distribution of alcohol, tobacco products, vaping products or illicit drugs is prohibited. Such conduct will be treated as a serious breach of the Student Code of Conduct and may

result in immediate escalation under the Behaviour Policy. The school may apply serious sanctions, up to and including expulsion, where appropriate.

The school aims to:

- vigorously and actively discourage the abuse of substances (tobacco products, alcohol) and illicit drugs through awareness education (Character, Community and Society lessons), through pastoral care, and through a disciplinary framework that treats the supply, possession and use of drugs and other substances by its pupils as serious breaches of the School's Code of Conduct;
- do all we can to equip our students with the moral courage to reject those parts of youth culture that may be harmful to them;
- maintain an environment that is free from alcohol, tobacco products, illicit drugs and their paraphernalia, and free also from a culture in which the use harmful substances is glamorised;
- ensure compliance with Polish criminal law, under which it is an offence for an underage student to possess and use alcohol and tobacco products, as well as for any person to possess, use, supply or sell illicit drugs, or for the school's premises to be used for those purposes.

This policy applies whenever a student is in the care of the school, including whilst on school trips, as well as to incidents that may arise outside of school involving pupils, including those that take place or are posted on social media.

Vaping sensors are installed in all school bathrooms. These sensors are designed to detect any traces of harmful chemicals within the range of the detector. The installed sensors are strictly non-intrusive and do not possess recording or visual capabilities. They only serve to alert the administration to potential vaping incidents, respecting all privacy guidelines and laws.

The administration will regularly monitor the sensors' notifications, and any alert will trigger an immediate response and thorough investigation by the responsible staff members. Any student who is in the bathroom when the vape detector goes off may be considered in violation of school policy.

Violating the policy will result in disciplinary action, which can include warnings, parental/guardian notification, mandatory educational sessions on the dangers of substance misuse, probation, or expulsion. The School Administration reserves the right to immediately report any violation of this policy to the Police (Policja) or Municipal Police (Straż Miejska), who have the legal authority to issue financial fines or refer the case to the Family Court.

9.8. Leaving the school building

Students are expected to remain on the school premises from the beginning until the end of their scheduled lessons. Students 'sign-in' through the main entrance gates electronically using their student ID Card. Students must scan their card upon every entry and exit of the building.

Students in Sixth Form may be allowed to leave school premises during breaks provided they have permission (in writing) from their parents or their legal guardians. Parents/legal guardians take full responsibility for the student while they are outside the school. Where there are concerns about a student's punctuality, conduct or safety, the school may temporarily restrict a student's permission to leave the premises during breaks. Such restrictions will be proportionate and reviewed regularly.

Fifth Form students are not allowed to leave the school premises during breaks.

9.9. Students' Recognition

Akademeia High School aims to recognise and celebrate student achievement in all its forms.

The school pursues the following forms of appraisal:

1. Recognition in mentor's hour.
2. Recognition in assembly – during the form assembly. The Head of Form / Headmaster or a designated staff member will announce student's special accomplishments and congratulate the student.
3. School Value Recognition – during the form assembly. The Head of Form / Head of Year / Assistant Head Pastoral will announce the student's special accomplishments related to the school value in focus.
4. Awards in school's competitions – if a school organises a competition, students awarded in them will be announced in the assembly.
5. Congratulatory letter after an exam session – if a student's average exceeds 8 in the Fifth Form or is above the A grade average, the parents/guardians and the student will receive a congratulatory letter from the mentor.
6. End of year subject awards – the school awards the students in every subject and every year group in the following categories:
    a. Best Performance – given to a student whose performance in the school year has been outstanding. Factors taken into consideration include their grades, work ethic and attitude.
    b. Best Progress – given to a student whose progress over the school year has been particularly significant. This award may be presented to a student who overcame their challenges in the subject and has demonstrated outstanding resilience and perseverance.
7. End of year awards – in every year group, there are two prizes presented in the following categories:
    a. Best Student Award – this award is given to a student whose overall performance is stellar across various subjects. The student awarded demonstrates exemplary work ethic, commitment, and integrity.
    b. Community Impact Award – this award is presented to a student whose activities have a long-lasting impact on the community of the school and beyond. Their attitude and overall behaviour could be an example of a role model to their peers.

Special appraisal measures:

- Rose of kindness – students, teachers and staff members can nominate a student or a community member for their outstanding attitude, compassion, and kindness, displayed towards other members of the school community. The recipient will be praised during the assembly by the Head of Form and will receive a rose or a badge as a symbol of appreciation of their actions.

9.10. Interventions and Disciplinary Consequences

The school responds to behaviour concerns in a manner that is proportionate, fair, consistent and focused on helping students understand the impact of their behaviour and make positive changes. The mentor provides early pastoral support interventions where concerns may arise. This is not a formal behaviour stage. The mentor works with the student to understand concerns, reflect on their behaviour and identify appropriate support. A support plan may be used where helpful, and parents may be involved where appropriate.

The school's Behaviour Policy sets out the formal behaviour intervention system (behaviour stages), for cases where early support intervention has not been successful or the severity of the behaviour concern requires immediate formal intervention.

Parents will be kept informed of formal behaviour interventions and invited to participate in formal meetings. Students will normally have a behaviour contract with clear targets and actions, supported by their mentor and relevant staff.

Where a behaviour contract has been completed successfully, the student will take part in a reflective/reintegration conversation to recognise progress, identify learning and agree expectations for moving forward.

The school may move directly to a higher level of formal intervention where the seriousness or risk associated with behaviour warrants this. The formal intervention system (behaviour stages) is outlined below:

Stage 1 – Head of Year
Where behaviour requires formal intervention, the Head of Year issues a written warning and agrees a behaviour contract with the student. Parents are informed and invited to a meeting, and the student's progress is reviewed.

Stage 2 – Head of Form
Where concerns continue, or where the behaviour warrants a higher level of intervention, the Head of Form issues a second-level written warning. A behaviour contract is agreed or revised, parents are invited to a meeting, and progress is reviewed.

Stage 3 – Assistant Head Pastoral
Where behaviour is persistent, serious or warrants senior intervention, the Assistant Head Pastoral issues a final written warning. A final contract is agreed, parents are invited to a meeting, and progress is formally reviewed. Further sanctions or consequences may apply in accordance with the Behaviour Policy. At this stage the student's continued place at the school may be reviewed.

The stages are not necessarily sequential. The school may move directly to Stage 1, Stage 2 or Stage 3 where the seriousness, impact, frequency or risk associated with behaviour warrants this. Examples may include bullying, cyberbullying, violence, abuse, discrimination, serious academic misconduct, possession or use of prohibited substances, weapons or other serious breaches of school policy. The examples are illustrative rather than exhaustive. Safeguarding concerns will be

dealt with in accordance with the AHS Child Protection and Safeguarding Policy and may require action outside the normal behaviour process.

Where appropriate and proportionate for stages 1-3, the school may restrict participation in non-compulsory trips, co-curricular activities, competitions, workshops or other non-core activities where a student's behaviour gives rise to legitimate concerns about conduct, safety or the school's ability to discharge its duty of care. Any such restriction will be considered on an individual basis and in accordance with the Behaviour Policy.

The mentor remains a consistent source of pastoral support for the student throughout the behaviour process. They may support the student in understanding the concern, reflecting on its impact and meeting the expectations of their behaviour contract. The mentor may attend formal meetings as a student-support person and may support the student through review, reflection and reintegration.

10. Final Provisions

All students and parents should familiarise themselves with the content of the Parents and Students Handbook. Any questions or concerns regarding the content of the Handbook should be raised with the Headmaster or the relevant member of the Senior Leadership Team.

The Handbook is reviewed before the beginning of every academic year. The date of next review: June 2027.

11. Appendices

Appendix 1: Parent Code of Conduct

1. Introduction

Akademeia High School is an institution dedicated to academic excellence, personal growth, and community engagement. As parents and guardians, your role is crucial in supporting our mission.

Parents are expected to work constructively with the school when behavioural, attendance, safeguarding or wellbeing concerns arise. We request your cooperation in adhering to the following code of conduct.

We believe it is important to:

- Work in partnership with parents and guardians to support their child's learning.
- Create a safe, respectful and inclusive environment for students, staff and parents/ guardians.
- Model appropriate behaviour for our students at all times.

To help us do this, we set clear expectations and guidelines on behaviour for all members of our community. This includes staff (through the Staff Code of Conduct), and students (through our Behaviour Policy in the Parents-Students Handbook).

This Code of Conduct aims to help the school work together with parents and guardians by setting guidelines on appropriate behaviour.

We use the terms 'parents' and 'guardians' to refer to:

- Anyone with a parental responsibility for a student.
- Anyone who has been given the legal responsibility to care for a child.

2. Guidance

2.1. Commitment to Academic Excellence

- Encourage your child to prioritize academics and complete assignments on time.
- Attend parent-teacher conferences and engage in open communication with educators regarding your child's progress.
- Foster a positive attitude towards learning and support school policies promoting academic rigor.

2.2. Respectful Communication

- Communicate with teachers, administrators, and other parents in a respectful and constructive manner.

- Utilize appropriate channels for communication, such as scheduled meetings, emails, or parent-teacher conferences.
- Avoid public forums for airing grievances, and seek resolution through proper channels.

2.3. Active Participation in School Activities

- Attend school events, meetings, and functions to stay informed about your child's school life.
- Volunteer for school activities or committees to contribute positively to the school community.
- Support and encourage your child's involvement in extracurricular activities.

2.4. Adherence to School Policies

- Familiarize yourself with and adhere to the school's policies and guidelines.
- Ensure your child is aware of and follows the school's code of conduct and behavioural expectations.
- Work collaboratively with the school to address any concerns related to policy compliance.

2.5. Respect for Diversity and Inclusion

- Foster an environment of tolerance and respect for diversity among students, staff, and parents.
- Support initiatives promoting inclusion and celebrate the cultural and ethnic diversity within the school community.

2.6. Confidentiality and Privacy

- Respect the confidentiality of sensitive information pertaining to other students, families, and staff.
- Avoid discussing confidential matters in public forums or social media platforms.

2.7. Financial Commitment

- Fulfil financial obligations, including tuition and other fees, in a timely manner.
- Communicate openly with the school administration regarding any financial concerns or challenges.

2.8. Punctuality and Attendance

- Ensure your child arrives at school on time and attends regularly.
- Notify the school promptly of any absences or tardiness, providing a valid reason.
- Ensure your child is not taken out of school during term time (e.g., for holidays or other than medical reasons)

2.9. Role Modeling Behaviour

- Demonstrate good partnership and ethical behaviour in all interactions with the school community.
- Serve as positive role models for your child and support the school's values and principles.

2.10. Partnership with Educators

- Collaborate with educators to provide a cohesive and supportive educational experience for your child.
- Attend parent-teacher conferences and engage in open and proactive communication with teachers.

3. Breaching the Code of Conduct

3.1. Behaviour that will not be tolerated

In order to support a peaceful and safe school environment the school cannot tolerate parents, guardians and visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds including team matches.
- Using loud or offensive language, swearing, cursing, using profane language or displaying temper.
- Threatening to do actual bodily harm to a member of school staff, governor, visitor, fellow parent/carer or pupil regardless of whether or not the behaviour constitutes a criminal offence.
- Damaging or destroying school property.
- Abusive or threatening e-mails or text/voicemail/phone messages or other written communication.
- Defamatory or offensive or derogatory comments regarding the school or any of the pupils/parents/guardians/members of staff, at the school or on social sites. Any concerns you may have about the school must be made through the appropriate channels by speaking to the class teacher or Senior Leadership or the Headmaster, so they can be dealt with fairly, appropriately and effectively for all concerned.
- The use of physical aggression towards another adult or child. This includes physical punishment against your own child.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. Such an approach to a child may be seen to be an assault on that child and may have legal consequences.
- Smoking or using smoking substitutes and consumption of alcohol or other drugs whilst on school property.
- Filming, recording or taking photos of our students or members of staff without their consent.

3.2. Procedure

If the school suspects, or becomes aware, that a parent/ guardian has breached the code of conduct, the school will gather information from those involved and speak to the parent/ guardian about the incident.

Depending on the nature of the incident, the school may then:

- Send a warning letter to the parent/ guardian.
- Invite the parent/ guardian to school to meet with a senior member of staff or the Headmaster.
- Contact the appropriate authorities (e.g. police, in case of criminal behaviour)

- Where conduct raises a safeguarding concern, the school may refer the matter to the DSL and/or relevant external authorities in accordance with the AHS Child Protection and Safeguarding Policy and applicable law.
- The school may seek appropriate legal or professional advice where necessary.
- Ban the parent/ guardian from the school site.
- Terminate an educational services agreement if a parent/ guardian repeatedly breaches the Code of Conduct

4. Conclusion

Students learn best when there is a positive partnership between home and school and whilst every effort is made to work with parents and guardians, this will only be possible where parents and guardians behave in an acceptable way.

By adhering to this code of conduct, we can collectively create a nurturing and empowering educational environment for every student at our school. Your commitment and active involvement are vital to the success of our students and the school community as a whole.

Policy published (date):	**August 2026**
Next review (date):	**June 2027**

Appendix 2: Curriculum Policy

1. Curriculum aims

Our programme allows for individually tailored academic pathways, which students can follow as they discover and develop their academic interests and strengths. The pre-university model that shapes our curricula encourages the development of independent learning, building up towards A Level qualifications.

Year 9 entails a one-year preparatory programme to students before they start the four-year high school programme at Akademeia High School. In this foundation year, students have the opportunity to experience the full range of subjects from different faculties offered by Akademeia before embarking on their iGCSEs.

In the Fifth Form, we have carefully crafted our programmes for Years 10 and 11, combining Akademeia Assessed Courses with subjects that fulfil iGCSE specifications. All students follow core subjects that incorporate iGCSE standards but go beyond them to prepare them for A Level.

In the Sixth Form, students study A Levels taking up to five A Level subjects, offered as modular or linear courses, depending on subject and specification. Students are also able to take up English Literature or Mathematics, as an additional AS subject. A Levels allow a free choice of subjects and depth of study that gives a solid preparation for higher education, certifying students' interests and their ability to pursue academic studies.

A healthy and self-reflective approach to study and life is nurtured through our mentoring, personal development scheme, wellbeing and co-curricular programmes. Together, these programmes create an environment that supports the holistic growth and wellbeing of our students, equipping them with the tools and experiences they need to thrive in both their studies and their lives beyond the classroom.

These curriculum aims are underpinned by our mission and values:

We strive to help our students realise their intellectual and creative ambitions and stretch their abilities in our pre-university university environment. We provide a pathway to the leading universities across the globe and prepare our students for the ever-changing world. With critical thinking at the heart of our curricula, we nurture student agency, encourage dialogue, and follow an interdisciplinary approach to develop in our students a lifelong passion for learning.

- **Passion for Learning** - We cultivate an environment where a love for learning is ignited. Students are encouraged to explore their interests, engage in critical thinking, and pursue knowledge with enthusiasm. Our faculty nurtures curiosity and inspires a lifelong thirst for knowledge.

- **Respect** - We foster a community where respect is the cornerstone of our interactions. We value diversity, promote inclusivity, and celebrate the unique perspectives and backgrounds of all members. Mutual respect is demonstrated through open- mindedness, empathy, and consideration for others.
- **Integrity** - We uphold the highest standards of integrity in all aspects of our school life. Honesty, trustworthiness, and ethical behaviour are fundamental principles that guide our actions. We cultivate a culture of accountability and encourage students to act with integrity both inside and outside the classroom.
- **Resilience** - We recognise that challenges are part of the learning process. We empower our students to overcome obstacles, develop resilience, and embrace a growth mindset. By facing adversity with determination, our community learns and grows from every experience.
- **Kindness** - We emphasise the importance of kindness and compassion in our interactions, and encourage kindness towards oneself, each other, and the natural world that surrounds us. Acts of kindness, big or small, contribute to a positive and uplifting atmosphere where everyone feels valued and appreciated.

Through our values we actively promote the fundamental principles of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Aims:

- Provide a broad and balanced education that also allows for tailored and in-depth study of chosen areas, in preparation for higher education and professional life.
- Offer all students the opportunity to discover and realise their full academic potential.
- To support the development of key academic and transferable skills.
- To instil passion for learning and growth mindset.
- To allow students to acquire skills in speaking, listening, literacy and numeracy.
- Provide for personal, social and health education which reflects the school's ethos and values, in line with the school's Pastoral Policy and broad wellbeing provision.
- To encourage tolerance and diversity, including respect for others on the basis of the protected characteristics in law;
- To equip students with knowledge and understanding of various cultural contexts, which they will need to succeed in life.
- To support students' physical development and healthy lifestyle with a wide range of opportunities to participate in sports and wellbeing curriculum.
- To guide students in their growth and educational choices.

2. Legislation and guidance

The AHS Curriculum Policy complies with all curriculum requirements relating to schools in the Republic of Poland.

This policy also takes into consideration international best practice and guidance for British Schools operating overseas.

3. Roles and responsibilities

3.1 Headmaster

The headmaster is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate.
- The school's procedures for assessment meet all local and international requirements.
- Proper provision is in place for students with different abilities and needs, including children with SEN.

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

3.2 Heads of Departments

Heads of Departments ensure that the academic curricula are implemented in line with curriculum policy, and that:

- Teaching schemes reflect the requirements of the relevant specifications and are regularly reviewed and updated in line with the school development plans.
- That the standard of teaching is of the highest level and is regularly monitored.
- That students' progress is assessed in line with the AHS assessment policy.

3.3 Heads of Forms

Heads of Forms ensure that the academic and pastoral curricula are implemented in line the curriculum policy and that:

- The ethos and the school values are promoted and fostered across the forms and years.
- That academic achievement and progress of each student is monitored.
- That good behaviour and personal development are promoted across the school.

4. Organisation and planning

4.1 Fifth Form Curriculum

Fifth Form is a time of exploration, growth, and choices. It presents our students with many exciting, academic, and extracurricular opportunities. Students develop independence and self-awareness in a supportive environment. Their academic progress and pastoral wellbeing are overseen by Head of Fifth Form.

The entire Fifth Form curriculum is designed for students to discover and develop their strengths and interests so that they can gradually shape their academic pathways under the close guidance of their mentors.

Our curricula are carefully crafted and combine Akademeia Assessed Courses with subjects that fulfil iGCSE specifications.

Throughout years 9 and 10, students take a breadth of subjects in order to sample a variety of disciplines. This approach allows them to explore courses and directions they may not have previously considered.

In year 10, students start to narrow their academic focus and choose academic pathways and additional subjects, which they follow in year 11. In year 11, students choose their A Levels for the following academic years, which will set them on course towards further education.

The University and Professional Guidance Programme launches formally in year 11 and incorporates an annual Careers Day, talks from alumni at the Insiders' Stories conference, and visits to workplaces to give students a glimpse of the professional world and build towards university applications.

Personal Development Scheme is an integral part of the Fifth Form Curriculum. It emphasizes transferrable skills development, and provides the space for self-discovery and self- reflectivity through a great breadth of pastoral and wellbeing workshops as well as group projects. An exciting range of cocurricular of Clubs and Elective Courses further allows our students to immerse themselves in multitude of activities and stretch themselves further beyond academics.

Character, Community and Society brings together character education, relationships, health and wellbeing, personal development, life competencies and preparation for active participation in community and society.

The programme is rooted in Akademeia's five values: Passion for Learning, Respect, Integrity, Resilience and Kindness. It is structured progressively through three domains:

- Character – understanding oneself, making responsible decisions, developing wellbeing and resilience, and taking ownership of choices.
- Community – developing healthy relationships, empathy, communication, cooperation, inclusion and a sense of belonging.
- Society – understanding rights and responsibilities, social issues, institutions and civic participation, and developing the confidence to contribute positively to the wider world.

Across the programme, students develop and apply life competencies through active learning, discussion, realistic scenarios and reflection. The curriculum complements wider personal development provision, while providing a coherent pathway from Year 9 through Year 12.

The overall aim is to help students move from understanding themselves, to living well with others, to contributing responsibly to society.

4.2 Sixth Form Curriculum

Sixth Form (Years 12 and 13) constitutes the last two years of high school and thus is a crucial time to hone academic skills and knowledge, develop co-curricular activities, and venture beyond the school curriculum to prepare for further studies.

Our A Level programme allows for individually tailored academic pathways, which students can craft from a wide variety of A Levels on offer. The flexibility of choice at A Levels allows for synergies and interdisciplinary crossovers.

A Levels are ideally suited for the pre-university university model embedded in the school culture. Debate and discussion are at the forefront. Seminar-style lessons develop close relationships and provide the space to challenge students' thinking, building up their confidence in refining and articulating their views.

Alongside their A Levels, Sixth Formers are presented with a wide range of academic opportunities to stretch themselves beyond A Level curriculum: the Extended Project Qualification, Mathematics and Science Olympiads, debating competitions, scientific and current affairs conferences are a staple diet in our Sixth Formers' lives. An extremely rich co- curricular offer with well over 50 clubs and societies, many of which are run by our Sixth Form Students, means that students can fully immerse themselves in the school life with plenty of possibilities to develop their interests and hobbies or discover new ones.

Sixth Form is a time of an intense intellectual exploration and growth. Year 12 students work closely with their mentors to track and reflect upon their intellectual journeys outside of the classroom through extracurricular readings, podcasts, and individual research projects.

Throughout the Sixth Form, students receive individualised, expert guidance from our University Advisors and follow a carefully crafted Universities Preparation Programme. Students also complete individual Personal Development Scheme, through a variety of university level courses, internships, and community engagement projects.

4.3 Academic Programme

4.3.1 Year 9

The following subjects are taught to all:

English	6x40 minute lessons
Mathematics	5x40 minute lessons
Foreign Language	4x40 minute lessons
Physics	2x40 minute lessons
Chemistry	2x40 minute lessons
Biology	2x40 minute lessons
Introduction to Humanities	3x40 minute lessons
Introduction to Social Sciences	3x40 minute lessons
Physical Education	4x40 minute lessons
Mentoring Hour	2x40 minute lessons

Before joining the School, new students will be asked to express a preference for a Foreign Language from: French, German, Russian, and Spanish.

4.3.2 Year 10

The following subjects are taught to all:

English	5x40 minute lessons
Mathematics	6x40 minute lessons
Foreign Language	4x40 minute lessons
Physics	2x40 minute lessons

Chemistry	2x40 minute lessons
Biology	2x40 minute lessons
History	3x40 minute lessons
Geography	2x40 minute lessons
Creating and Performing Arts (Students can choose Drama, Art, and Music)	4x40 minute lessons
Physical Education	2x40 minute lessons

Mentoring Hour	2x40 minute lessons

Before joining the School, new students will be asked to express a preference for a Foreign Language from: French, German, Russian, and Spanish.

4.3.3 Year 11

All students take four core subjects and combine these with one of the 6 academic pathways and one additional subject.

Core Subjects	
English Literature & Language	5x40 minute lessons
Mathematics	6x40 minute lessons
Polish Literature & History	5x40 minute lessons
Modern Language	4x40 minute lessons

Academic Pathways	
Biochemistry	
Biology	4x40 minute lessons
Chemistry	4x40 minute lessons
Social Sciences	
History	4x40 minute lessons
Geography	4x40 minute lessons

Architecture	
Physics	4x40 minute lessons
Art	4x40 minute lessons
Engineering	
Physics	4x40 minute lessons
Chemistry	4x40 minute lessons
Humanities	
History	4x40 minute lessons
Religious Studies & Philosophy	4x40 minute lessons

Creative Arts	
Art	4x40 minute lessons
Drama and Creative Writing	4x40 minute lessons

Additional Subjects	
Geography	4x40 minute lessons
Physics	4x40 minute lessons
Psychology	4x40 minute lessons
Politics and Sociology	3x40 minute lessons
History of Art	3x40 minute lessons
Statistics	3x40 minute lessons

Pre-A

All students take five core subjects and combine these with one of the 2 academic pathways.

Core Subjects	
English Literature & Language	5x40 minute lessons
Mathematics	5x40 minute lessons
Polish and World Culture (for Polish Citizens)	4x40 minute lessons
World Literature (for Foreigners)	4x40 minute lessons
Critical Thinking	3x40 minute lessons
Modern Language	4x40 minute lessons

Academic Pathways	
Natural Sciences	
Biology	4x40 minute lessons
Chemistry	4x40 minute lessons
Physics	4x40 minute lessons
Social Sciences	
History & Sociology	4x40 minute lessons

Geography & Economics	4x40 minute lessons
Religious Studies & Philosophy	4x40 minute lessons

4.3.4 Year 12 & 13 A Levels

Students select three to four subjects. A Level subjects are taught in nine 40-minute lessons per week. All Polish citizens take Polish as an additional A Level. Students may take a foreign language as a fourth A Level.

Music	English Literature	Economics
Drama	History	Geography
Fine Art	History of Art	Politics

Photography	Philosophy	Psychology
Media Studies	Polish	Sociology
Physics	Mathematics	French
Biology	Further Mathematics	German
Chemistry	Chinese	Russian
		Spanish

4.3.5 Co-curricular Years 10-13

Sport

Students will participate in a range of team and individual sports during lessons and after- school sports clubs.

Personal Development Scheme (PDS)

PDS helps our students to build transferable skills and through collaborative projects,

workshops and internships.

Co-curricular Activities

Akademeia students can pursue one or more co-curricular courses from the diverse range of school clubs available.

4.3.6 Curriculum approach

The school supports a variety of curriculum approaches. Thematic approaches are often followed to ensure a comprehensive coverage of specifications. However, teachers are also encouraged to adopt creative approaches to ensure their students gain in-depth understanding and ability to apply their knowledge and skills in new situations.

4.3.7 Available resources

Students and teachers have access to a broad range of resources, including:

- Textbooks
- Online resources provided by the exam boards
- JSTOR and a number of academic journals and magazines
- School library
- Online resource banks overseen by the Heads of Departments

5. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including.

Teachers will plan lessons so that students with SEN and/or disabilities can study every subject, wherever possible, and ensure that there are no barriers to every student achieving. Student SEN and disability information is uploaded to the school's management information (ASIMS) and can be accessed by teachers to support planning and access arrangements.

Teachers will also take account of the needs of students whose first language is not English.

Lessons will be planned so that teaching opportunities help students to develop their English,

and to support students to take part in all subjects.

Further information can be found in our SEN policy.

6. Monitoring arrangements

Heads of department monitor the way their subjects are taught throughout the school by:

- Scrutiny of schemes of work
- Lesson observations
- Departmental meetings
- Resource banks
- Oversight of setting termly examinations

- Ensuring appropriate moderation of termly examination papers.

Heads of department also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the Headmaster.

Policy published (date):	**August 2026**
Next review (date):	**August 2027**

Appendix 3: Complaints Procedure

1. Introduction

1.1. The definition of a complaint: a complaint may be made about any matter that a parent is unhappy about, and about which they wish the school to take action.

1.2. This policy describes the three stage complaints procedure for parents to follow:

- Stage 1: the informal raising of a complaint with a member of staff
- Stage 2: a formal complaint submitted in writing to the Headmaster
- Stage 3: a reference to the Complaints Panel appointed by ISP Regional Managing Director – Europe.

The school aims to resolve any complaints in a timely manner.

2. Policy aim and statement

2.1. Aim: the aim of this policy is to ensure that complaints are managed sympathetically, efficiently and at the appropriate level, and that they are resolved as soon as possible.

2.2. Policy statement: complaints should be raised at the appropriate time and not retrospectively if there is any cause for dissatisfaction.

3. The management of complaints

3.1. Complaints Coordinator: Deputy Head is responsible for the administration of the Complaints Procedure. The Deputy Head:

- ensures that all employees are aware of and familiar with the complaints procedure;
- monitors the keeping, confidentiality and storage of records in relation to complaints;
- reports regularly to the Headmaster on these and other matters that may arise.

4. Stage 1: Informal complaints

4.1. Informal complaint: in the overwhelming majority of cases complaints can be resolved informally. Examples might include: a complaint about an aspect of teaching or pastoral care; a timetable clash; some issue with an aspect of the school's systems or equipment; a billing error.

4.2. Notification: please raise the initial complaint as follows:

Academic and pastoral complaints should be raised with the respective Head of Form. The Head of Form will refer the matter to the Assistant Head Pastoral where it relates to student behaviour or pastoral matters, or to the Deputy Head where it relates to teaching, learning or professional conduct. The Headmaster is kept informed of all complaints.

Where a matter raises a safeguarding concern, it must be referred immediately through the school's safeguarding procedures rather than being managed solely under the Complaints Procedure.

Queries relating to accounts should be put in writing to the School Office.

4.3. Unresolved informal complaints: a complaint which has not been resolved by informal means within 15 working days should be set out in writing to the Headmaster, and will be dealt with in accordance with Stage 2 below.

5. Stage 2: formal complaints

5.1. Notification: an unresolved complaint under Stage 1; or a complaint which needs investigation at a more senior level; or a complaint about the school's policies, procedures, management or administration, should be set out in writing in detailed description and sent with all relevant documents to the Headmaster.

5.2. Investigation: the Headmaster may then ask one or more senior member(s) of staff to act as "investigator(s)". The investigator(s) may request additional information from a parent and will probably wish to speak to parents personally, and to others who have knowledge of the circumstances giving rise to the complaint. The outcome of the investigation will be reported to the Headmaster who will then notify parents in writing of his decision and the reasons for it. Written records of the decision will be kept.

5.3. The Headmaster aims to inform any complainant of the outcome of an investigation and the resolution to the complaint within 28 working days of receipt of the complaint.

6. Stage 3: Reference to the Complaints Panel

6.1. If a parent is dissatisfied with the decision made by the Headmaster at the outcome of Stage 2, the matter can be referred to the Complaints Panel appointed by ISP Regional Managing Director – Europe.

6.2. Please note that when the Panel convenes, they will review the complaints at stages 1 and 2, and they cannot consider any new complaint that has not been previously raised through the appropriate channels.

6.3. If, after establishing the facts, and after reviewing the handling of the complaint at both stages 1 and 2, the Panel considers that the complaint is justified, they will uphold and remedy the complaint. If not, they will dismiss the complaint. They will make these decisions based on the balance of probabilities.

6.4. It is not within the powers of the Panel to make any financial award, nor to impose sanctions on staff, or on other pupils, or other parents. Nevertheless, the Panel may make recommendations to the Headmaster in light of its decisions.

6.5. Notice of hearing: every effort will be made to enable the Panel hearing to take place as soon as possible within 15 working days of the receipt of the request for the complaint to proceed to Stage 3.

6.6. Evidence: the Chair of the Panel will conduct the hearing in such a way as to ensure that all those present have the opportunity to ask questions and voice their concerns. The hearing is not a legal proceeding and it is not necessary for either party to seek legal advice.

6.7. Conduct: all those attending the hearing are expected to show courtesy, restraint and good manners.

6.8. Decision: The Panel's decision, findings and any recommendations may be notified to the parents at the hearing and subsequently confirmed in writing. Reasons for the decision will be given.

6.9. Private proceeding: a hearing before the Complaints Panel is a private proceeding.

6.10. Confidentiality: a written record will be kept of all complaints, detailing whether they are resolved at Stage 2 or proceed to a panel hearing. Written records of the Panel hearing remain confidential to the parties involved.

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