STATUTE

BRITISH INTERNATIONAL SCHOOL SECONDARY SCHOOL

2026/27

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CHAPTER 1

GENERAL PROVISIONS

§ 1

1. The full name of the school is: British International School Gdańsk –Secondary School with Bilingual Sections.

2. The school may use the abbreviation BISG and has its own logo.

3. British International School Gdańsk, hereinafter referred to as BISG or the School, is a non-state school providing four-year education on a full-time basis within international streams, as defined in Article 22 of the Act of 14 December 2016 on Education.

4. The School's registered office is situated in Gdańsk at 9 Legionów Avenue.

5. The body responsible for running the School is British International School PL Sp. z o.o., with its registered office at 46 Jagiellońska Street, Gdańsk.

6. The supervisory authority for the School is the Pomeranian Board of Education.

7. The supervisory body for classes following the IB programme is the IBO (International Baccalaureate Organisation).

8. The school maintains and stores records in accordance with separate regulations.

9. The school possesses:

- a large and a small official round seal;

- a rectangular stamp bearing the address, the School's REGON number.

10. The text on the seal used by the School reads:

British International School Gdańsk

Secondary School

with Bilingual Sections

9 Legionów Avenue, 80-441, Gdańsk

tel.: 58 342 26 00 REGON 221782371

11. The rules governing the School's financial and material management are set out in separate regulations.

12. The School operates in accordance with applicable legislation and its statutes.

13. The School is a four-year general secondary school with international streams.

14. Tuition at the School is subject to a fee. The detailed terms of payment are set out in the education contract, concluded with the legal representatives of underage pupils, which forms the basis for the provision of educational and pastoral services.

CHAPTER 2

METHOD OF SCHOOL FUNDING

§ 2

1. The activities of the British International School Gdańsk general secondary school are funded from:

1) enrolment fees, tuition fees and charges for educational materials;

2) the governing body's own funds allocated to the school's operations;

3) grants from the City Council by virtue of the school's status as a state school;

4) other lawful sources of funding, including donations, grants from the Ministry of National Education and the EU, etc.

2. The amount of tuition fees and the due date for payment are determined by the Management Board of British International School PL Sp z o.o.

3. The services provided by the School are subject to a fee and include: enrolment fees, tuition fees, fees for educational materials, meal fees, fees for extra-curricular activities, fees for the school logo, and fees for school trips.

4. The amount of fees payable by parents is set out in the service agreement concluded with the parents.

5. The amount of the fees is subject to change.

6. Students on the IB Programme are also required to pay an examination fee, the amount of which is set annually by the IBO.

7. Pupils on the IB Programme and in preparatory classes are required to purchase their own graphing calculators.

CHAPTER 3

THE SCHOOL'S AIMS AND OBJECTIVES

§ 3

1. The school ensures the full intellectual, moral, emotional and physical development of pupils in accordance with their needs and psychophysical capabilities, whilst respecting their personal dignity and freedom of belief and religion.

2. Teaching, educational and welfare activities, as well as the activities of the School's governing bodies and organisations operating within it, are conducted in accordance with the law and the principles set out in the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights and the Convention on the Rights of the Child.

3. The school supports the all-round development of pupils in line with the values of international education and fosters the attitudes set out in the IB Learner Profile (IB Learner Profile), which include curiosity, knowledge, critical thinking, communication, integrity, openness, care for others, courage in taking on challenges, a commitment to balance and reflection.

4. The School's aim is:

1) to enable pupils to acquire the knowledge and skills necessary to complete secondary education, sit the International Baccalaureate (IB) Diploma or the national school-leaving examination (matura) at a parent's request, obtain a school-leaving certificate upon passing the IB Diploma or the national school-leaving examination, and commence further education at university or in various types of post-secondary schools and vocational qualification courses,
2) to teach and develop young people's talents and cognitive, social, artistic and sporting interests;
3) fostering a wide range of interests by organising various forms of extra-curricular activities and assisting pupils in preparing for competitions and contests;
4) stimulating pupils' intellectual curiosity and motivation to learn;
5) addressing educational gaps by providing learning opportunities for pupils with special educational needs; providing psychological and educational support through collaboration with specialists in this field;

6) fostering a spirit of openness and tolerance, and helping pupils gain positive experiences of social interaction, with particular emphasis on international integration;
7) fostering a patriotic attitude and a sense of national identity, whilst teaching pupils to appreciate the values and traditions of other nations and cultures, and enabling pupils to maintain a sense of national, ethnic, linguistic and religious identity;
8) fostering in pupils a sense of self-respect and respect for the dignity of others;
9) developing competences such as creativity, innovation and entrepreneurship;
10) to develop skills in critical and logical thinking, reasoning, argumentation and deduction;
11) to cultivate the ability to think creatively and independently and to work in a group, as well as to instil habits and skills for systematic self-learning, based on the ability to organise one's own work, including accessing information;
12) supporting pupils in recognising their own aptitudes and determining their future educational path;
13) promoting safety principles and the principles of health promotion and protection;
14) teaching an attitude of wise tolerance, particularly when working with young people; the school's commitment to opposing, within its premises, the influence of any ideologies and movements that glorify violence, hatred and fanaticism;
15) developing the ability to use one's mother tongue and foreign languages proficiently, fostering the capacity to use different languages correctly and effectively for the purposes of communication, and for expressing and interpreting concepts, thoughts, feelings and facts, both orally and in writing,
16) developing the ability to use modern technologies proficiently, and to apply information technology within a global society, in an appropriate social and cultural context,
17) striving to create a friendly atmosphere and positive relationships between pupils and school staff – thereby fostering attitudes of respect and kindness towards others and a sense of responsibility for them in both school and out-of-school life, whilst encouraging altruistic and pro-social behaviour
18) fostering an open attitude towards the world and other people, and active participation in community life, including, amongst other things, through opportunities to take part in voluntary work,
19) supporting pupils in recognising their own aptitudes and determining their future educational path,
20) providing pupils with a high-quality education that fosters socially responsible, active and informed global citizens, proud of their cultural heritage whilst respecting other traditions and cultures. Through an interdisciplinary approach to education, the School aims to nurture people who are curious about the world, think critically and are sensitive to the needs of others. Supporting pupils' physical, emotional, social and cultural development is regarded as an integral part of their cognitive development. The School prepares pupils to make bold decisions and tackle the challenges posed by the modern world.

5. The school fulfils its care objectives and responsibilities by:

1) providing care for pupils whilst they are at school during lessons, extra-curricular activities, school trips and other activities arising from the School's teaching and educational plan,
2) providing pupils and parents with psychological and educational support, as well as remedial and educational classes, delivered individually and in groups on the school premises,
3) cooperating with psychological and educational counselling centres and other institutions working to support the development of children and young people,
4) organising care for pupils with disabilities.

6. The School provides pupils who are not Polish citizens with instruction in Polish as a foreign language.

7. The school runs extra-curricular activities that take into account pupils' interests and the school's resources.

8. The school provides pupils with educational supervision and ensures their complete safety during activities organised by teachers both on and off the school premises, including during school trips:

1) During compulsory and extra-curricular activities, the teacher leading the activity is responsible for the pupils' safety. They are also obliged to inform the Headteacher immediately of any accident occurring during such activities.

2) A pupil exempted from physical education lessons on the basis of a medical certificate or a note from a parent remains under the supervision of the teacher leading the lesson, together with the whole class (without being required to take part in the exercises and without being assessed on their performance). A pupil exempted from physical education lessons may also remain on school premises under the supervision of another teacher.

3) During activities held off-site, full responsibility for pupils' health and safety lies with the teacher leading the activity, and during school trips – with the teachers supervising the trip and other supervisors appointed by the Headteacher (e.g. other school staff or parents). Further details can be found in the Trips and Outings Policy, available from the school office.

4) Teachers are required to carry out supervision duties before the start of their lessons, during breaks between lessons and after lessons, in accordance with a timetable set annually by the Headteacher. Further details can be found in the Breaks and Supervision Policy, which is available from the school office.

5) If a teacher is absent, the teacher providing cover will carry out the duty.

9. To ensure effective cooperation between parents, teachers and form tutors, the School organises, where possible, meetings with parents (legal guardians), during which parents/legal guardians have the right to:

1) familiarise themselves with the teaching and pastoral objectives for the class and the school, as well as with the regulations concerning the assessment, grading and progression of pupils;

2) receive reliable information about their child, their behaviour, progress and the reasons for any learning difficulties;

3) receive advice on matters relating to the upbringing and further education of their children;

4) to express and convey their views on the school's work to the Headteacher.

10. All teachers and form tutors are required to attend meetings with parents (legal guardians), and form tutors organise additional meetings as required to exchange information and discuss educational matters.

11. The school implements teaching programmes developed by the teachers employed at the school. These are based on the Ministry of Education and Science's (MEiN) core curriculum and on programmes for international streams in accordance with IBO regulations, taking into account the relevant MEiN regulations.

12. The school runs the International Baccalaureate Diploma Programme (IB DP) through international streams, which prepare pupils for the International Baccalaureate examination, taken in English, and for further study at any Polish or foreign higher education institution. The Diploma Programme of the International Baccalaureate Organisation is taught in these streams.

13. The rules governing the full implementation of the Diploma Programme – International Baccalaureate Organisation are set out in separate regulations drawn up and published by the IBO in Geneva and the IBO Examinations Office based in Cardiff.

14. The school allows pupils to sit the school-leaving examination upon a parent's request submitted by the end of April in the case of Year 10 pupils.

15. The IB Diploma is the international equivalent of the school-leaving examination and entitles students to apply for admission to universities at home and abroad on the basis of a certificate of school-leaving examination results, issued at the beginning of July in the academic year in which students sat the school-leaving examination.

CHAPTER 4

SCHOOL BODIES AND THEIR POWERS

§ 4

1. The School's governing bodies are:

   1) the Headteacher;

   2) the Teachers' Council,

2. The School's governing bodies shall cooperate in a spirit of understanding, tolerance and mutual respect, enabling each to act freely and take decisions within the limits of their powers.

3. The Headteacher and teachers in managerial positions shall maintain an open-door policy.

§ 5

1. The Headteacher is appointed and dismissed by the governing body.

2. The Headteacher may create the post or posts of Deputy Headteacher, subject to the approval of the governing body, and may delegate some of their duties to the Deputy Headteacher, in accordance with the terms of reference signed by the Deputy Headteacher.

3. The Headteacher is the sole executive body of the school, performing managerial functions and, acting as the sole manager, carries out the duties, and also holds the powers and responsibilities set out in the generally applicable legal provisions for:

   1) the headteacher of a non-state school;

   2) the educational supervisory body for the school;

   3) the public administration body in matters concerning the issuance of administrative decisions, rulings and certificates, as well as other administrative and legal actions, pursuant to the Act of 14 December 2016 – Education Law (Journal of Laws of 2018, No. 996, as amended), hereinafter referred to as the Act.

4. The Headteacher manages the day-to-day running of the School, in particular:

   1) selects teaching and non-teaching staff;

   2) draws up the job descriptions for the School's teaching and non-teaching staff;

3) is responsible for all the School's documentation and for ensuring it is properly safeguarded;

4) draws up the School's curricular and organisational documents;

5) encourages teachers to improve existing or implement new approaches to the educational process, using innovative curricular, organisational or methodological measures aimed at developing pupils' competences.

6) implements the recommendations arising from a decision on a pupil's need for special educational needs support;

7) ensures safe and hygienic conditions for the use of the School's premises, including safe
and hygienic learning conditions and identifies areas for improvement;

8) creates conditions for volunteers, associations and other organisations to operate on the School's premises, where the statutory aim of such organisations is to expand and enrich the School's teaching, educational and welfare activities.

5. The Headteacher manages the school's affairs by issuing official instructions, delegating powers and responsibilities, and issuing internal regulatory acts.

6. In accordance with IBO requirements and in order to ensure the efficient management of classes delivering IB programmes, the Headteacher, having obtained the consent of the governing body, establishes the posts of IB Programme Coordinator, Coordinator for Community and Environmental Service (CAS), Extended Essay Coordinator and Theory of Knowledge (TOK) Coordinator (Theory of Knowledge).

7. The Headteacher shall delegate in writing to the Deputy Headteacher a portion of the powers, tasks and duties listed in paragraphs 1–6, specifying the scope of the Deputy Headteacher's responsibilities.

8. In carrying out their duties, the Headteacher shall cooperate with the School's statutory bodies and shall resolve disputes and conflicts within the scope of their powers.

9. The persons cooperating with the Headteacher in carrying out teaching and educational tasks are all teachers who are members of the Teachers' Council, and the cooperating bodies are:

1) the Psychological and Pedagogical Support Team, including the Student Development Team (Welfare Team);

2) the Polish Language Teachers' Team;

3) the English Teachers' Team;

4) The Mathematics Team;

5) The Science Team;

6) The Humanities Team;

7) Foreign Languages Team;

8) IB Coordinator;

9) CAS and TOK (Community, Action and Service and Theory of Knowledge) Coordinator

10) EE (Extended Essay) Coordinator

10. All procedures and internal regulations concerning the work of the above-mentioned teams can be found on the school website under the 'Parent Portal' tab, in the relevant folder within the Teams group accessible to all pupils, and at the school office.

§ 6

1. The members of the Teachers' Council are teachers employed in managerial positions, teachers teaching compulsory subjects, and form tutors.

2. The Chair of the Teachers' Council is the Headteacher or Deputy Headteacher.

3. Guests invited by the Headteacher may attend meetings of the Teachers' Council in an advisory capacity.

4. Resolutions of the Teachers' Council are passed by a simple majority of votes in the presence of at least half of its members.

5. Members of the Teachers' Council are obliged not to disclose matters which could infringe upon the personal rights of pupils, parents, teachers or other school staff, or bring the School into disrepute.

6. The Teachers' Council carries out the tasks assigned to it by law.

7. The Teachers' Council has the right to submit proposals concerning all matters relating to the running of the school.

Chapter 5

VOLUNTEERING

§ 7

1. The school promotes volunteering as an alternative to a consumerist lifestyle.

2. The Student Council Coordinators and CAS act as coordinators for voluntary work.

3. The entire school community is involved in voluntary initiatives, particularly form tutors.

4. Aims and objectives of the school's volunteering programme:

    1) to familiarise young people with the concept of volunteering and to promote it;

    2) to raise awareness of the suffering, loneliness and needs of others;

    3) to foster pro-social attitudes;

    4) to develop empathy and tolerance;

    5) to encourage involvement in activities for the benefit of the school and local communities, and to build ties with the local community;

    6) developing teamwork skills;

    7) collaborating with community and youth organisations;

    8) supporting interesting initiatives within the school community;

    9) charitable campaigns supporting institutions, foundations, associations and private individuals.

5. The coordinator's tasks:

    1) maintaining contact with organisations and institutions with which the school cooperates on a given initiative;

    2) fostering an atmosphere of trust and openness, and a sense of security, which promotes effective cooperation;

    3) organising planning meetings to familiarise young people with the planned activities and the allocation of responsibilities;

    4) establishing a system of rewards for volunteers based on their contribution;

5) conducting discussions to clarify the reasons behind any negligence that may occur during volunteers' work;

6) preparing annual reports on the work of volunteers.

§ 8

1. The Student Council is composed of all pupils of the School.

2. The pupils of the School elect their representatives in school elections for a term of one year, subject to a review of the representatives' achievements and commitment taking place halfway through the school year.

3. The Student Council operates in accordance with these Statutes and may adopt Rules of Procedure governing its activities.

4. The Student Council acts as the direct representative of pupils vis-à-vis the School's governing bodies and is the advocate for pupils' rights within the School.

5. The Headteacher and the Teaching Staff Council shall facilitate and support the activities of the Student Council by providing advice and assistance.

6. The tasks of the Student Council may include submitting proposals and opinions to the Headteacher and the Teaching Staff Council on all matters concerning the School, and in particular those relating to the observance of pupils' fundamental rights, such as:

a) the right to familiarise themselves with the curriculum, its content, objectives and requirements,

b) the right to an open and reasoned assessment of their academic progress and behaviour,

c) the right to a school life organised in such a way as to maintain a proper balance between academic effort and the development and pursuit of their own interests,

d) the right to express their opinion on a teacher's work,

e) the right to organise cultural, educational, sporting and recreational activities, in accordance with their own needs and organisational capabilities, in consultation with the Headteacher,

f) the right to attend certain meetings of the teaching staff council – at the invitation of the Chair of the Council,

g) the right to undertake voluntary work

h) the right to nominate pupils for the awards and honours granted by the school.

CHAPTER 6

ORGANISATION OF SCHOOL WORK

§ 9

1. The British International School Gdańsk – General Secondary School is a bilingual school with English as the additional language of instruction. All lessons are conducted in English, with the exception of lessons for pupils who are Polish citizens covering the Polish language, as well as the part of history relating to the history of Poland and the part of geography relating to the geography of Poland, in accordance with Article 22 of the Act of 14 December 2016 on Education. The school offers pupils who are not Polish citizens the opportunity to learn Polish as a foreign language.

2. In Years 9 and 10 (equivalent to Years 1 and 2 of upper secondary school), which precede the two-year IB DP programme, the school implements its own curricula based on the core curriculum applicable in Polish upper secondary schools, supplemented by content specified by the IBO – in accordance with the school's framework curriculum;

3. Pupils in Year 10 choose additional classes in extended subjects in line with their interests, provided this is organisationally feasible.

4. In Year 11 of upper secondary school (which corresponds to the first year of the IB DP programme), pupils study six subjects selected in accordance with the rules set out in point 6 below; the curriculum is supplemented by selected upper secondary school programmes in religion and ethics (at the parents' request);

5. Year 12 of secondary school corresponds to the second year of the IB DP programme.

6. By the end of May in Year 10 of upper secondary school, within the framework of the available IB programme profiles, pupils may select the following subjects to be studied as part of the IB DP programme (3 at Standard Level and 3 at Higher Level):

a) Group 1: mother tongue – Higher Level (HL) or Standard Level (SL). Students may choose Polish or English;

b) Group 2: a foreign language – Higher Level (HL) or Standard Level (SL); if a student has chosen Polish in Group 1, in Group 2 they may choose English, French, Spanish or German (levels available: beginner – ab initio, continuation – SL or HL); if a student has chosen English in Group 1, they may choose French, Spanish or German (levels as above)

c) Group 3: social sciences – geography, history, economics, psychology, business and management (each at HL or SL)

d) Group 4: Natural Sciences – Biology, Chemistry, Physics, Computer Science (each at HL or SL)

e) Group 5: Mathematics – Mathematics AA or IA: HL (Higher Level), Mathematics SL (Standard Level)

f) Group 6: optional subjects, which may be replaced by one of the subjects from Groups 2–4.

7. The school organises lessons in the subjects chosen by pupils from Groups 1–5, provided that a given subject at a specific level is chosen by at least four pupils. If there are fewer pupils, each subject may be taught as an additional, fee-paying one-to-one lesson, subject to a request from parents to the headteacher, submitted by the end of June of Year 9 at the latest; this is a condition for the subject to be included in the weekly timetable.

8. Physical education lessons for IB students are organised and assessed as part of the CAS programme and in accordance with its requirements.

9. Study within the IB DP programme is governed by the school regulations in force at the Sixth Form College in accordance with the current school charter.

10. The dates for the start and end of teaching and educational activities, as well as school holidays and the winter and summer breaks, are set by the Headteacher.

11. The calendar for the new school year, prepared by the Headteacher, should be provided to pupils and parents before the start of the new school year.

12. The detailed organisation of teaching, pastoral care and supervision for a given school year is set out in the School's work plans for that school year, drawn up by the Headteacher.

13. School lessons are conducted in accordance with the weekly timetable set by the Headteacher, taking into account the pupils' abilities and needs, as well as health and safety at work regulations.

§ 10

1. The curriculum for Years 9 and 10 of upper secondary school is aligned with the pre-IB programme in the international streams and includes bespoke programmes that incorporate the core content of the general education curriculum, pedagogical innovations and extensions to cover the content required by the IBO.

2. In Years 11 and 12 of secondary school, the curriculum is based on guidelines drawn up by the IBO in accordance with the provisions of §9 above.

3. In addition to compulsory lessons, the School organises optional and extracurricular activities for pupils and their parents to choose from. These activities are known as Clubs and take place at times specified at the start of the school year, either on school premises or off-site.

4. The school provides supervision for pupils during the hours specified in the weekly timetables.

5. The School provides pupils with access to the library during the hours specified by the library supervisor. Further details can be found in the Library Policy, which is available from the school office and in the library.

6. The school year is divided into two assessment periods.

§ 11

1. The basic organisational unit of the school is a class comprising pupils.

2. The school may also hold lessons outside the school premises.

3. Classes may be held in combined year groups. Lessons in these classes are based on a curriculum adapted to the pupils' age and abilities, taking into account differences in the material covered in each year group.

4. The organisation of educational activities is set out in the weekly timetable, drawn up by the Headteacher.

§ 12

1. The School operates a school library, which serves the needs and interests of pupils and supports the School's teaching and educational objectives, whilst assisting and enhancing teachers' professional practice.

2. The organisation of the library takes particular account of the following tasks:

a) collecting and making available textbooks, educational materials and workbooks,

b) creating conditions for the effective use of information and communication technologies,

c) stimulating and developing pupils' individual interests, and fostering and deepening their habits of reading and learning,

d) organising a variety of activities to develop pupils' cultural and social awareness, including, in this regard, upholding the national and linguistic identity of pupils belonging to national and linguistic minorities, as well as those belonging to national minorities, ethnic minorities and communities using a regional language.

3. Pupils from all year groups and teachers may use the library in accordance with the rules set out in the library regulations.

§ 13

1. In order to ensure the safety of children and school staff, the headteacher shall supervise the school premises and the area surrounding the school by means of technical equipment enabling video recording (CCTV).

2. CCTV does not cover rooms where teaching, form-tutor and childcare activities take place, rooms where children receive psychological and educational support, rooms designated for staff rest and recreation, sanitary and hygiene facilities, the school nurse's office, or cloakrooms.

3. The school shall process video recordings containing the personal data of children, staff and other individuals who can be identified as a result of such recordings solely for the purposes for which they were collected, and shall retain them for a period not exceeding 3 months from the date of recording.

4. Upon expiry of the period referred to in paragraph 3, video recordings obtained as a result of monitoring and containing personal data of children, staff and other individuals who can be identified as a result of these recordings shall be destroyed, unless otherwise provided for by separate legislation.

5. The headteacher shall agree with the governing body on appropriate technical and organisational measures to protect the stored video recordings and the personal data of children, staff and other individuals who can be identified as a result of these recordings, obtained through monitoring.

§ 14

Organisation and forms of cooperation by the school in conflict situations

1. Resolution of disputes between the school's governing bodies and parents:

1) The headteacher and the Teaching Staff Council shall endeavour to resolve the dispute amicably through:

a) discussions between subject teachers and parents;

b) discussions between the form tutor and parents;

c) discussions between the deputy headteacher and parents;

d) discussions between the headteacher and parents;

e) meetings attended by parents, convened at the request of parents, teachers or the Headteacher within 14 days of the request being submitted to the governing body or the Headteacher;

f) meetings with parents attended by the governing body or the body exercising pedagogical supervision, convened at the request of parents, teachers or the Headteacher within one month of the request being submitted to the Headteacher.

2. If the dispute remains unresolved, a parent has the right to submit a request for the dispute to be resolved to the body exercising pedagogical supervision – in matters relating to teaching, educational and care activities – and to the governing body – in financial and administrative matters.

3. Resolution of disputes between School staff:

1) Disputes between School staff shall be resolved by the governing body with the involvement of the Headteacher.

2) Each party to the dispute should endeavour to resolve it amicably, in particular through:

a) individual discussions;

b) meetings of the Teaching Staff Council convened at the request of the Headteacher or the Teaching Staff Council – within 7 days of the request being made;

c) meetings of the Teaching Staff Council attended by the governing body or the body exercising pedagogical supervision – within 14 days of the date on which the request is made.

4. In the absence of a decision, the party has the right to lodge an appeal:

1) to the body exercising pedagogical supervision – in relation to teaching, educational and welfare activities;

2) to the governing body – in respect of financial and administrative matters.

5. In the event of a conflict between a teacher and a pupil:

1) in matters of conflict, the following shall adjudicate in the first instance:

a) the form tutor – for teachers teaching in that class;

b) the deputy headteacher – for form tutors and teachers employed at the school.

2) An appeal against the decision of the deputy headteacher may be lodged with the headteacher. The appeal must be lodged by one of the parties within two weeks of the decision being issued.

6. Any dispute between the Headteacher and the teachers shall be considered by the school's governing body upon a written request from one of the parties.

CHAPTER 7

TEACHERS AND OTHER SCHOOL STAFF

§ 15

1. The School employs teachers in teaching posts, as well as administrative and support staff.

2. The Headteacher shall draw up a detailed job description for all staff members.

3. The Headteacher has the right to create new administrative and teaching posts (e.g. school counsellor) if the School's needs so require, subject to the approval of the governing body.

4. A condition of employment in a teaching post is possession of teaching qualifications in accordance with the applicable regulations.

§ 16

1. A teacher's duties are:

1) to implement the curricula for teaching, education and care to the best of their knowledge and ability, and to carry out the organisational tasks set out in the school's work plan;

2) to mark pupils' work regularly;

3) ensuring pupils' safety during compulsory school lessons, additional extracurricular activities and other activities organised by the school;

4) to improve their knowledge and skills by undertaking professional development;

5) producing engaging educational school newsletters;

6) assisting pupils in overcoming academic difficulties based on an assessment of their needs;

7) observing and analysing pupils' psychological and physical development and providing them with support in the event of any problems;

8) developing and channelling pupils' abilities and interests, and providing them with comprehensive support, including through the supervision of Extended Essay projects;

9) making effective use of lesson time and teaching aids;

10) taking care of teaching aids, equipment and school premises;

11) complying with the rules set out in all school regulations;

12) carrying out pastoral and educational duties that take into account pupils' needs and interests;

13) cooperating with specialists in the fields of psychological and educational support, healthcare and other areas;

14) cooperating with other teachers within teaching teams;

2. Teachers are responsible for:

1) the educational and behavioural outcomes of the pupils entrusted to their care;

2) the safety of the pupils in their care at school and during activities organised by the school, and for any accidents resulting from a failure to fulfil their teaching duties in this regard.

3. A teacher's work should be characterised by impartiality and objectivity in the assessment of pupils, by treating them fairly and with respect, and by taking an individual approach to the matters of each pupil. Teachers are obliged to keep confidential any information obtained from form tutors, parents, the Headteacher or other sources concerning a pupil's personal and family matters.

4. Teachers may form form-tutor teams, subject teams or other problem- or task-based teams. The work of the team is led by a chairperson appointed by the Headteacher. The chairperson of the team is responsible for drawing up a detailed work programme for the team and ensuring its systematic operation in accordance with that programme.

5. Teachers are obliged to respond immediately to any situations or behaviour on the part of pupils that they observe and which pose a threat to safety.

6. Teachers have the right to:

1) apply their own innovative approaches when carrying out teaching, educational and pastoral tasks, in line with the school's curriculum objectives;

2) receive substantive and methodological support in their work from the Headteacher, the Teaching Staff Council, and specialist educational and research institutions;

3) have their views and beliefs respected;

4) safe working conditions enabling the performance of assigned tasks in accordance with health and safety regulations;

5) respect for their personal dignity;

6) remuneration for their work and annual leave in accordance with the Labour Code.

7. Non-teaching staff have the right to:

1) respect from everyone, both adults and pupils;

2) the freedom to express their own views, provided these do not infringe upon the dignity of others, and to participate in the life of the School;

3) to submit proposals, comments and observations regarding the School's work.

8. Non-teaching staff are obliged to:

1) report to the Headteacher any threats to the safety of pupils and persons on school premises (to a teacher in the Headteacher's absence);

2) to support teachers in organising ceremonies and events
at the School;

3) informing teachers and the Headteacher of any inappropriate behaviour by pupils,

4) comply with the provisions of the Labour Code and health and safety at work regulations.

§ 17

FORM TUTOR

1. A class is supervised by a team of two form tutors.

2. The Headteacher decides on the allocation of a form tutor to a particular class and whether they will hold this role for one school year or look after that class throughout the entire stage of education.

3. The form tutor's duties are:

1) to create conditions that support pupils' development, their learning process and their preparation for life within the family and in society;

2) to inspire and support collaborative activities amongst pupils;

3) taking action to resolve conflicts within the pupil group and between pupils and other members of the school community;

4) to participate actively in the work of the Teachers' Council.

4. In order to carry out their duties, the form tutor:

1) provides individual support to each pupil;

2) plans and organises, together with the pupils and their parents, various forms of group activities that foster personal development and promote integration within the pupil group, and determines the content and format of thematic sessions during the form tutor's allocated time;

3) collaborates with the teachers in their class, consulting with them and coordinating their educational activities towards the pupils as a whole, as well as towards those who require individual support (this applies to both gifted pupils and those facing various difficulties and setbacks), informs them of any out-of-school problems and family circumstances affecting their pupils, which may impact their academic performance and behaviour;

4) maintains contact with pupils' parents (through individual meetings, email correspondence and telephone calls) in order to understand and identify the children's care and educational needs, to assist parents in their efforts to bring up their children and to receive support from them in their own work, and to involve them in matters concerning class and school life;

5) cooperates, as required, with specialists providing qualified assistance in identifying pupils' needs and difficulties, including health-related issues, and in developing their interests and particular talents.

5. The form tutor may, as required, draw on the subject-specific and methodological support of teacher-advisers, speech and language therapists, and staff at the Psychological Counselling Centre, and may cooperate with cultural and educational institutions operating in the local community.

6. The form tutor maintains the class records in the electronic register, completes assessment forms, and prepares school reports and other reports.

7. The form tutor determines the conduct marks of their pupils.

8. The form tutor informs parents about:

1) the educational and pastoral tasks carried out at the School; familiarises parents with the core curriculum implemented in the class and involves them in helping their child develop the skills and knowledge set out therein;

2) the children's successes and difficulties, and involves them in supporting their developmental progress and alleviating these difficulties;

3) encourages parents to have a say in School matters; for example, organises events in which the children take part, in collaboration with parents.

9. A change of form teacher may take place:

1) as a result of concerns raised by parents and pupils, following verification of their validity by the Headteacher;

2) upon a reasoned request from the form tutor;

3) as a result of a decision by the Headteacher, based on established shortcomings in the form tutor's performance.

10. The decision regarding a change of form tutor shall be taken by the Headteacher within 14 days of the request being submitted. An appeal against the Headteacher's decision may be lodged with the school's governing body within 14 days.

11. Direct assistance to a junior form tutor is provided by their co-tutor or the Deputy Headteacher.

§ 18

ASSISTANTS

1. At the British International School Gdańsk, an assistant helps the teacher with their pastoral, educational and teaching duties.

2. The number of assistants depends on educational and organisational needs.

3. An assistant takes part in preparing lessons included in the work plan and, together with the teacher, coordinates their proper delivery.

§ 19

PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT

1. With regard to identifying pupils' special educational needs and planning support for them that corresponds to their developmental and educational needs, the school employs the following specialists:

1) Special needs teacher; their tasks and responsibilities include:

a) cooperating with teachers, form tutors or other specialists, parents and pupils in:
- carrying out assessments and diagnostic activities related to identifying pupils' individual developmental and educational needs, as well as their psychophysical capabilities, in order to determine their strengths, aptitudes, interests and talents, and the causes of educational setbacks or difficulties in their functioning, including barriers and limitations hindering a pupil's functioning and their participation in the life of the school and the institution;
- resolving pupils' educational and behavioural issues;

- cooperating with the team in the development and implementation of an individual educational and therapeutic programme for a pupil with a statement of special educational needs, including the provision of psychological and pedagogical support.

b) Supporting teachers, form tutors and other specialists in:

- identifying the causes of pupils' educational difficulties or difficulties in their functioning, including barriers and limitations hindering the pupil's functioning and their participation in the life of the school or educational institution;
- adapting working methods and approaches to the pupil's individual developmental and educational needs and their psychophysical capabilities;
- providing psychological and educational support to pupils, their parents and teachers.

2) School psychologist;

3) Speech and language therapist;

4) Support teacher for pupils with special educational needs;

5) Career adviser;

6) School counsellor; their tasks and responsibilities include:

- conducting assessments and all activities aimed at diagnosing pupils in terms of their individual developmental and educational needs, as well as their psychological and physical capabilities;
- assessing pupils' educational circumstances;
- providing pupils with psychological and educational support in forms appropriate to their identified needs;
- undertaking preventative measures in the field of addiction prevention and other problems affecting children and young people;
- minimising the effects of developmental disorders and preventing behavioural disorders, as well as initiating various forms of support within the school environment;
- providing support to parents and teachers in identifying and developing pupils' individual potential, aptitudes and talents;
- supporting teachers, form tutors and school specialists in identifying pupils' individual developmental and educational needs, their psychophysical capabilities, and the causes of educational failure or difficulties in pupils' functioning, as well as in providing pupils with psychological and pedagogical support.

2. The school appoints a Special Educational Needs (SEN) Co-ordinator. The Special Educational Needs (SEN) Co-ordinator, together with the Student Welfare Team, follows the internal procedures set out in:

a) the BISG Welfare Team Policy;

b) Standards for the Protection of Minors;

c) the BISG Inclusion and Student Care Policy.

3. The school draws up an annual Prevention and Educational Programme.

4. The Educational and Preventive Programme is drawn up by the Headteacher, after consulting the Teachers' Council.

5. The Headteacher may provide pupils' parents with the opportunity to express their views on the Educational and Preventive Programme in a manner customary at the school and appropriate to its organisation.

6. The Educational and Preventive Programme is subject to periodic review and, where necessary, updating, taking into account the findings of educational supervision and the needs of the school community.

CHAPTER 8

DETAILED CONDITIONS AND METHODS FOR ASSESSING PUPILS

§ 20

General provisions

1. The school shall adhere to the rules for assessing, grading and promoting pupils as set out in these statutes. In accordance with Article 22(7) of the Education Act, Journal of Laws 2025.0.1043, consolidated text – Act of 14 December 2016 "The provisions of Article 14(1)(3), (4) and (5) of the Public Schools Act, insofar as they relate to the rules for assessing, grading and promoting pupils referred to in Chapter 3a of the Act on the Education System, as well as Article 14(3) of the Public Schools Act, shall not apply to the international section."

2. Detailed assessment rules for individual subjects and for the IB programme are set out in separate documents (Subject-Specific Assessment Rules – PZO and documents relating to the IB programme: Assessment Policy, TOK Policy, CAS Policy, Extended Essay Policy), which are made available to pupils and parents on the school's website www.bisg.edu.pl

under the ‘Parent Portal’ tab and in the relevant folder within the Teams group accessible to all pupils.

3. Internal assessment aims to:

1) to inform pupils of their level of academic achievement and behaviour, as well as their progress in these areas;

2) to support pupils’ learning by providing them with information on how they should continue their studies;

3) to help pupils plan their own development;

4) to motivate pupils to make further progress in their learning and behaviour;

5) providing parents (legal guardians) and teachers with information on pupils’ progress, difficulties with learning and behaviour, and their talents;

6) enabling teachers to improve the organisation and methods of their teaching and pastoral work.

§ 21

Ongoing, termly and annual assessments

1. The School employs the following methods of assessing pupils’ achievements:

1) initial assessment – at the start of the school year, to determine pupils’ knowledge and skills and to set out the direction of work with pupils (the decision to use this form of assessment is taken by the subject teacher);

2) ongoing – aimed at monitoring a pupil’s work and providing the pupil with information about their educational achievements to aid their learning by indicating what the pupil is doing well, what and how needs improvement, and how they should continue to learn; systematic monitoring of academic progress helps the pupil to

recognise their strengths and weaknesses and points them in the direction of further work;

3) mid-term – enabling the assessment of whether educational objectives are being met during the school year;

4) annual – enabling the assessment of whether the educational objectives set out in the curriculum for a given subject have been achieved.

§ 22

1. Ongoing assessment is based on providing pupils (orally or in writing) with detailed feedback on their educational achievements (formative assessment). This feedback should indicate what the pupil is doing well, what needs improvement, and how their further learning should proceed in order to be as effective as possible.

2. Once a month, the teacher assesses:

1) the pupil's level of mastery of knowledge and skills in a given subject. In Years 9–10, this takes the form of a numerical mark on a scale of 1–6. This mark does not relate to specific tasks (such as classwork or tests); rather, it is a summary of the pupil's overall performance in that subject during the month in question. The individual activities that make up the monthly mark are assessed in detail on an ongoing basis through formative feedback. This is a message addressed directly to the pupil, highlighting their strengths and achievements as well as areas for further improvement. At least once a month, such a message is posted in the Librus electronic register. Exceptions are the subjects of music, art, technology and physical education, where such information is posted in specific situations – such as exceptional achievements or difficulties in mastering the subject matter.

2) The pupil's engagement, participation in lessons and consistency in completing homework (letter grade on an A–F scale).

3. Numerical and letter marks awarded at the end of each month reflect the pupil's educational progress – they indicate trends in the acquisition of knowledge and provide

information to the pupil and parents (legal guardians) regarding progress or gaps in mastering the core curriculum for a given subject.

4. Numerical and letter marks relate to different aspects of the pupil's work, and no arithmetic mean is calculated from them.

5. In Years 9–10, the following scale is used when determining monthly marks:

1) a numerical scale – indicating the pupil's level of mastery of knowledge and skills in a given subject (Attainment):

a) excellent (A) – 6

b) very good (bdb) – 5

c) good (db) – 4

d) satisfactory (sat) – 3

e) pass (dop) – 2

f) unsatisfactory (ndst) – 1

2) a letter grade – assessing the pupil's commitment, participation in lessons and consistency in completing homework (Effort and Homework):

a) outstanding – A

b) very good – B

c) good – C

d) satisfactory – D

e) unsatisfactory – E

f) failing – F

6. In the case of monthly marks in Years 9–10, the symbols (+) and (–) may also be used alongside numerical grades.

7. Detailed assessment criteria for Years 9–10 are set out in the Subject-Specific Assessment Guidelines (PZO); these are separate for each subject.

9. In Years 11–12, the assessment system described in the IB Assessment Policy applies.

§ 23

1. At the start of each school year, the teacher shall inform pupils and their parents about the Subject-Specific Assessment Principles (PZO), in particular regarding:

1) the educational requirements necessary for a pupil to receive specific mid-term and end-of-year marks in their subjects, as set out in the curriculum they are following;

2) the methods used to assess pupils' educational attainment;

3) the conditions and procedure for receiving a higher-than-expected annual grade in a subject;

4) the rules for awarding the subject-specific annual prize.

2. The information set out in paragraph 1(1), (2), (3) and (4) shall be communicated to pupils by subject teachers and form tutors in the form of an oral briefing during lessons in the first three weeks of the school year.

3. Parents (legal guardians) shall be made aware of the information set out in paragraph 1(1), 2), 3) and 4) during the first week of the school year via a welcome letter (Letter to Parents) sent by the form tutor by email, which contains links to the documents made available on the website (www.bisg.edu.pl under the 'Parent Portal' tab).

4. Subject teachers shall record in the class register that pupils have been made aware of the information contained in paragraphs 1. 1), 2), 3) and 4) as the subject of the lesson.

5. Numerical and formative marks are made available to pupils and parents. They are communicated to parents and pupils via the electronic register, and additionally to pupils during lessons in a format chosen by the teacher.

6. The school operates an ‘open-door’ policy. This means that parents (legal guardians) have the right to consult a teacher at any time during the school year to seek their opinion and advice. Parents (legal guardians) may contact the teacher via the school office or directly via the electronic register.

7. Parents (legal guardians) have the opportunity to meet with teachers in person at school meetings, in the manner specified by the teacher.

8. The teacher shall justify the monthly mark they have set, as well as the mid-term or end-of-year assessment, either verbally or in writing, providing details in particular regarding:

1) the form and timing of the assessment of educational achievement on which the mark was based;

2) the knowledge and skills covered by the relevant form of assessment, and the knowledge and skills (educational requirements) necessary to achieve the grade in question;

3) the manner in which the educational requirements were adapted to the pupil’s specific needs, if the teacher had grounds for doing so;

4) the pupil’s assessed level of educational attainment in relation to the educational requirements.

9. The pupil and their parents have the right to inspect classwork, which must remain at the school until the end of the school year.

1) The pupil and/or their legal guardian have the right to inspect written work held at the school, no later than 7 days after the end of teaching activities in the relevant school year.
2) ‘Inspection of work’ means familiarising oneself with its content solely on the school premises, without the right to remove it.
3) A pupil or parent (legal guardian) may be provided with a copy of the work (a photograph, scan or photocopy taken under the teacher’s supervision).

10. A pupil is entitled to retake a test after agreeing the date and method of the retake with the teacher. The result of the retake is taken into account when determining the monthly, termly or annual mark.

11. The subjects Theory of Knowledge (TOK), CAS (Creativity, Activity, Service) and the Extended Essay (EE) are subject to different assessment criteria, which are set out in separate policies (TOK Policy, CAS Policy, Extended Essay Policy) and in the IB Assessment Policy.

§ 24

Mid-term assessment

1. Mid-term assessment involves a periodic review of a pupil's academic achievement in the subjects specified in the school curriculum and of their conduct, and the determination, according to a specified scale, of mid-term academic marks for these subjects and a mid-term conduct mark.

2. Mid-term assessment is carried out once a year, on a date set by the Headteacher, no later than the last week before the start of the winter holidays.

3. The mid-term assessment in Years 9–10 is a numerical mark on a scale of 1–6, indicating the pupil's level of mastery of knowledge and skills in a given subject.

4. The mid-term assessment in Years 11–12 is a numerical mark on a scale of 1–7, in accordance with IB standards, indicating the pupil's level of mastery of knowledge and skills in a given subject; this mark is then converted to a numerical mark on the 1–6 scale used in the Polish education system.

The conversion rules are set out in the table below:

mark on the 1–7 scale	mark on the 1–6 scale
7	6
6	5

5	4
4	3
3	2
2	1
1	

4. Pupils in Years 11–12 are informed of their mid-term marks both on the IB-compliant 1–7 scale and on the 1–6 scale used in the Polish education system.

5. A mid-term mark is not the arithmetic mean of the monthly marks, but it must not be lower than the arithmetic mean of the monthly marks.

§ 25

End-of-year assessment

1. Annual assessment involves summarising a pupil's academic achievements in the subjects specified in the school curriculum and their conduct during the school year, and determining annual assessment marks for academic subjects and an annual conduct mark, in accordance with a specified scale.
2. In Years 9–10, the classification mark is a numerical mark on a scale of 1–6, indicating the pupil's level of mastery of knowledge and skills in a given subject.
3. The classification mark in Years 11–12 is a numerical mark on a scale of 1–7, in accordance with IB standards, indicating the pupil's level of mastery of knowledge and skills in a given subject; this mark is then converted to a numerical mark on the 1–6 scale used in the Polish education system.

The conversion rules are set out in the table below:

mark on the 1–7 scale	mark on the 1–6 scale
7	6
6	5

5	4
4	3
3	2
2	1
1	

4. In Years 9–11, no later than 15 May, the teachers responsible for individual subjects and the form tutor shall determine the projected annual marks for each subject and the projected annual marks for conduct.

5. Teachers and form tutors shall enter the projected annual marks in the electronic register under the heading ‘projected annual mark’.

6. Teachers and the class form tutor shall inform pupils verbally during their lessons of the projected annual marks for individual subjects and the projected annual conduct mark, and shall inform parents via an entry in the electronic register.

7. Teachers responsible for individual subjects and the form tutor are required to communicate the final marks to pupils and parents no later than one week before the annual grading meeting of the Teaching Staff Council, scheduled in accordance with the School calendar set by the Headteacher.

8. The pupil and their parents (legal guardians) shall be informed of any anticipated annual ‘fail’ mark in individual subjects, as well as of an unsatisfactory or reprehensible conduct mark, at least one month before the Teachers’ Council’s grading meeting.

9. Pupils in Years 9–10 are informed of their projected annual marks and of the annual marks they have received on a scale of 1–6. In addition, in the case of projected annual marks, the symbols (+) and (–) may be used alongside the numerical grades.

10. Pupils in Years 11–12 are informed of their projected marks in accordance with the IB Assessment Policy.

11. The date of the classification committee meeting is set by the Headteacher, no later than the last day of term.

12. The results of the annual grading are approved by the Teachers' Council by means of a resolution adopted at a meeting of the grading committee at the end of the school term.

13. Parents are informed of the results of the annual assessment on the certificate template approved by the Ministry of Education and Science and in internal descriptive documents (End of Year Reports).

14. In Years 9 and 10, winners and finalists of subject competitions receive an 'excellent' annual classification mark for the relevant subjects.

§ 26

Promotion of pupils

1. Mid-term and annual classification marks for educational subjects are determined by the teachers responsible for the respective subjects.

2. Mid-term and annual marks are not the arithmetic mean of the monthly marks, but must not be lower than the arithmetic mean for the given period.

3. A pupil is promoted to the next higher year group if, in all compulsory subjects specified in the school curriculum, they have achieved annual marks higher than a 'fail'. By decision of the Teachers' Council, a pupil with a single 'fail' mark may, in justified cases, be promoted to the next higher year group.

4. A pupil who, as a result of the annual assessment, has achieved an average mark of at least 4.75 in compulsory subjects and a conduct mark of at least 'very good' is promoted to the next higher year group with distinction.

5. A pupil who has not met the conditions set out in point 3 shall not be promoted to the next higher year group and shall repeat the year.

6. The final assessment comprises:

1) annual classification marks for educational subjects, determined in accordance with the highest year group;

2) annual assessment marks for educational subjects completed in the lower year groups, as applicable;

3) the annual conduct mark determined in the highest year group in the curriculum.

7. A pupil leaves school if, as a result of the final assessment, they have obtained passing final marks in compulsory subjects.

8. Pupils who have been promoted to the next higher year group shall receive:

1) a promotion certificate as referred to in the regulations issued pursuant to Article 11(2) of the Act on the Education System;

2) an internal descriptive report (End of Year Report).

9. Pupils in Years 9–10 of the pre-IB programme and Year 11 of the IB programme receive school reports with marks on a scale of 1 to 6, whilst pupils in Year 12 of the IB programme receive secondary school leaving certificates – also with marks on a scale of 1 to 6.

10. The report referred to in paragraph 8(2) shall contain:

1) a descriptive assessment by the form tutor;

2) information on the level of the pupil's achievement in relation to the most important skills and/or knowledge in a given subject, on the scale indicated in the descriptive report (excellent – above average – as expected – below expectations);

3) numerical marks on a scale of 1–6 indicating the pupil's level of mastery of knowledge and skills in individual subjects;

4) letter grades on a scale of A–F indicating the pupil's commitment, participation in lessons and consistency in completing homework for individual subjects.

§ 27

Assessment of pupils with special educational needs

1. In the case of pupils with special educational needs, the teacher and other members of the teaching staff are obliged to adapt the requirements, working methods and assessment

criteria to the pupil's individual abilities, in particular on the basis of reports and opinions from the Psychological and Pedagogical Counselling Centre or another specialist counselling centre, or an internal school assessment.

§ 28

Behavioural assessment

1. The class teacher shall determine the following behaviour marks:

1) a mid-term mark;
2) an end-of-year mark.

2. The class teacher determines the mid-term and end-of-year conduct marks following consultation with the teachers of the respective subjects.

3. The following scale is used when determining behaviour marks:

- exemplary (ex)
- very good (bdb)
- good (db)
- satisfactory (sat)
- unsatisfactory (ndp)
- reprehensible (ngn).

4. At the start of each school year, the class teacher informs pupils and their parents about:

1) the conditions, procedures and criteria for assessing behaviour;
2) the conditions and procedure for obtaining a higher than expected annual conduct mark;
3) the consequences of a pupil being awarded a 'reprehensible' annual conduct mark.

5. Parents are informed of the details set out in point 4 – namely, the criteria for assessing behaviour – during the first week of the school year via a welcome letter (Letter to Parents) sent by the form tutor by email, which contains links to documents available on MS Teams and on the website under the Parent Portal tab (BISG School Behaviour Policy, Welfare Team Policy, Uniform Policy, Trips and Outings Policy).

6. The form tutor shall record in the class register that pupils have been made aware of the information set out in point 5 as the subject of a form period.

7. In order to determine the behaviour marks of the pupils in their form, the form tutor is required to systematically gather information and observations regarding the development of pupils' character and attitudes, in particular concerning:

1) pupils' fulfilment of their duties, such as:

a) diligence, conscientiousness and independence in their studies, as well as perseverance in overcoming difficulties encountered;

b) consistency in preparing for lessons;

c) regular and punctual attendance at school lessons;

d) compliance with internal school rules and regulations;

e) carrying out all tasks set by the form tutor, teachers and supervisors of pupil organisations;

f) taking part, on one's own initiative, in interest groups, subject-based competitions and sporting events;

2) behaving in a manner consistent with the best interests of the school community by:

a) carrying out the tasks entrusted to them;

b) actively participating in and assisting with events organised on school and class premises;

c) serving on the class and school councils;

d) carrying out various tasks for the benefit of the School and the local community;

e) taking care of the School's property;

3) upholding the School's honour and traditions by:

a) voluntary participation in the preparation of assemblies and other school ceremonies;

b) taking part in initiatives organised by the School and outside it;

c) opposing manifestations of intolerance towards beliefs and religions, and discrimination amongst pupils;

4) looking after one's own safety and health, as well as that of others, by:

a) looking after their own safety and that of their classmates both on and off the School premises;

b) looking after one's own health and that of others, and avoiding addictions;

c) maintaining personal hygiene, a neat appearance and keeping the pupil's surroundings tidy and orderly;

d) standing up against acts of violence, brutality and crime;

e) helping others in various situations;

f) taking a caring attitude towards younger pupils;

5) showing respect for others by:

a) respecting the dignity of others;

b) behaving politely towards teachers, other school staff and one's classmates;

c) behaving politely in public places, e.g. cinemas and theatres;

d) behaving politely towards other people.

§ 29

Detailed criteria for determining the conduct mark

When determining the behaviour mark, consideration is given to the extent to which the pupil demonstrates the attitudes set out in the IB Learner Profile, in particular integrity, responsibility, openness to others, care for the community, the ability to collaborate, reflection and a willingness to take on challenges.

Teachers may inform pupils and parents about the demonstration of the attitudes set out in the IB Learner Profile via the Librus electronic register (section: Comments).

At the School, a pupil's behaviour is assessed as:

1. exemplary, if the pupil:
   a) fulfils the obligations set out in the School Charter without reservation and complies with internal regulations such as the Student Behaviour Policy, Uniform Policy, Food Policy and Mobile Phone Policy;
   b) demonstrates exemplary attendance and punctuality, with absences and late arrivals being justified in accordance with the procedure set out in the Statutes (7 working days);
   c) displays a high standard of personal conduct, including respect for their own dignity and that of others, and uses polite language;
   d) sets an example through their behaviour;
   e) represents the School in competitions, contests, and pupil, children's and youth organisations;
   f) independently develops their individual abilities, including through the School's interest groups;
   g) actively participates in the life of the School and the local community, and upholds the School's honour and traditions;
   h) provides help and support to other pupils and takes particular care to maintain the aesthetic appearance of the surroundings;
   h) takes the initiative for the benefit of the pupil community and the School, and takes part in preparations for school celebrations;
   i) complies with safety rules and responds to any breaches thereof;
   j) opposes criminal behaviour, violence in interpersonal relations, acts of vandalism and discrimination, and combats intolerance and injustice;
   k) works to prevent the promotion of and succumbing to addictions;
2. very good, if the pupil:
   (a) fulfils the obligations set out in the School Charter and internal school regulations;
   b) displays an appropriate level of personal decorum, uses polite language and behaves in a manner that gives no cause for significant concern;
   d) helps other pupils;
   e) takes the initiative for the benefit of the pupil community and the School;
   f) complies with the School's safety rules and responds appropriately to any breaches thereof;

g) takes a negative stance towards criminal behaviour, violence in interpersonal relations, acts of vandalism and discrimination;

h) works to prevent the promotion of and succumbing to addictions,

i) combats intolerance and injustice;

j) behaves with dignity and courtesy;

3. good, if the pupil:

a) fulfils the obligations set out in the School Charter;

b) completes the tasks set by the School in accordance with the School Statutes in a timely manner;

c) adheres to socially accepted standards of behaviour;

e) responds appropriately to displays of violence, vulgar language, acts of vandalism and discrimination;

f) takes a negative stance on the use of tobacco, alcohol and other addictive substances;

g) complies with the safety rules they have learnt, both within and outside the School;

h) helps those in need;

i) is friendly and collegial;

j) displays an appropriate level of personal decorum;

4. satisfactory, if the pupil:

a) makes an effort to fulfil the obligations set out in the School Charter and regulations;

b) in the event of an unintentional breach of the rules and regulations or the principles of social coexistence, endeavours to rectify the consequences of their negligence and voluntarily and willingly cooperates in remedying the damage;

c) develops their skills and interests to the best of their ability;

d) provides assistance to those in need in areas where their help can be effective;

e) responds positively to help offered and feedback given;

f) understands and applies the principles of tolerance, friendship and camaraderie in their interpersonal relationships;

g) avoids stimulants – tobacco, alcohol and intoxicating substances;

h) is honest and objective;

i) endeavours to eliminate manifestations of brutality, intolerance, vulgarity, acts of vandalism and discrimination;

j) complies, without major reservations, with the school's requirements regarding dress and general appearance;

5. inappropriate, if a pupil:

a) deliberately fails to comply with the obligations set out in the School Charter and regulations;

b) through their behaviour, endangers their own safety and that of others;

c) fails to nurture their intellectual development in line with their abilities;

d) carries out assigned tasks carelessly, inaccurately and late;

e) requires constant supervision;

f) commits breaches of pupil discipline and causes conflicts through their own fault;

g) finds it difficult to respond to comments and calls for appropriate behaviour;

h) deliberately breaches moral standards;

i) fails to meet the school's requirements regarding dress code and general appearance;

j) misses school lessons without a valid excuse.

6. A 'reprehensible' mark is awarded to a pupil whose behaviour does not warrant an 'unsatisfactory' mark.

7. A conduct mark may be upgraded if a pupil consistently demonstrates the attitudes described in the Student Behaviour Policy and actively embodies the characteristics of the IB Learner Profile.

8. A behaviour mark may be lowered if a pupil shows no willingness to improve in areas such as:

a) unexcused absence from lessons;
b) unexcused lateness to lessons;
c) using mobile devices during lessons without the teacher's permission;
d) leaving the school premises without prior notification to a teacher;
e) breaking away from the group during school outings and trips;
f) smoking, drinking alcohol and using other intoxicating substances, as well as making them available to others; behaviour that endangers one's own health and life, as well as that of others, on school premises and during school outings, trips and events;
g) vulgar language and verbal aggression;
h) physical and emotional violence;
i) cheating, plagiarism, forging signatures, copyright infringement, using artificial intelligence without disclosing it, and using unauthorised aids during tests;
j) lying, deliberately misleading a teacher;
k) disrupting lessons or interfering with their progress;
l) disregarding instructions from teachers and school staff;
m) deliberately damaging school property or the property of others;
n) inappropriate behaviour during school and extracurricular events.

§ 30

Conditions and procedure for obtaining higher than expected annual marks for academic subjects and conduct

1. Upon receiving information regarding the projected annual assessment for academic subjects and the projected annual assessment for conduct, no later than 3 working days before the teaching staff's grading meeting, the pupil or their parents may submit a written request to the relevant teacher and form tutor, respectively, to set an annual grade for academic subjects or an annual conduct grade higher than the projected one.

2. A pupil may apply for a higher-than-expected annual classification mark for academic subjects if they:

a) meets the requirements set out in the Subject-Specific Assessment Rules (PZO);

b) attends lessons regularly (with an attendance rate of at least 80 per cent) and has no unexcused absences;

c) completes all compulsory work on time, including, in particular, classwork and tests.

3. In the case referred to in point 1, the teacher conducting the lessons shall award an annual classification mark higher than that anticipated if they determine – including on the basis of an additional assessment of the pupil's knowledge, agreed individually with the pupil – that the pupil meets the educational requirements necessary to achieve that mark.

4. In the case referred to in point 1, the form tutor may award an annual conduct mark higher than the one originally anticipated by re-evaluating the pupil's conduct during the school year in question and consulting with the teachers of the relevant subjects; taking into account the pupil's family and health situation, as well as circumstances of which the School was not previously informed.

§ 31

Appeal against the procedure for determining the annual conduct mark for educational subjects

1. The pupil's parents may raise objections with the Headteacher if they consider that the annual classification mark for educational subjects has been determined contrary to the legal provisions governing the procedure for determining such marks. Objections may be submitted in writing within 2 working days of the end of teaching and form-tutor sessions.

2. If it is found that the annual assessment for an academic subject has been determined in breach of the legal provisions governing the procedure for determining such an assessment, the Headteacher shall appoint a committee to assess the pupil's knowledge and skills, in written and oral form (with the exception of IT and Physical Education, which primarily take the form of practical tasks), and to determine the annual classification mark for the relevant educational classes.

3. The assessment referred to in point 2 shall be conducted no later than 5 days from the date on which the objections referred to in point 1 were raised. The date of the assessment shall be agreed with the pupil and their parents.

4. The committee shall consist of:

a) the headteacher or deputy headteacher of the School, as chair of the committee;

b) the teacher responsible for the relevant educational classes;

c) a teacher from the same or another school of the same type who teaches the same subject.

5. The teacher referred to in point 4b may be exempted from participating in the committee's work at their own request or in other, particularly justified cases.

6. The annual assessment for the subject determined by the committee must not be lower than the one previously determined. The assessment determined by the committee is final, except in the case of a failing annual assessment for the subject, which may be changed following a resit examination.

7. Minutes shall be drawn up of the committee's proceedings, containing in particular:

a) the name of the subject in which the test was conducted;

b) the composition of the committee;

c) the date of the test referred to in point 2;

d) the test questions;

e) the result of the test and the mark awarded.

8. The report forms an annex to the pupil's report card. The pupil's written work and a brief summary of their oral answers shall be attached to the report.

9. A pupil who, for valid reasons, did not sit the test referred to in point 2 on the scheduled date may sit it on an alternative date set by the Headteacher.

10. The provisions of points 1–9 shall apply mutatis mutandis in the case of an annual classification mark for a subject obtained as a result of a resit examination, provided that the deadline for raising objections is 5 days from the date of the resit examination. In this case, the mark determined by the examination board shall be final.

§ 32

Appeal against the procedure for determining the annual conduct mark

1. A pupil or their parents (legal guardians) may raise objections with the Headteacher if they consider that the annual conduct mark has been determined contrary to the legal provisions governing the procedure for determining that mark. Objections may be raised within 2 days of the end of teaching and educational activities.

2. If it is found that the annual conduct mark has been determined contrary to the legal provisions governing the procedure for determining such a mark, the Headteacher shall appoint a committee which shall determine the annual conduct mark by a simple majority vote; in the event of a tie, the chairperson of the committee shall have the casting vote. The committee shall reach a decision no later than 5 days from the date on which the objections were raised.

3. The annual conduct mark determined by the committee may not be lower than the mark previously determined. The mark determined by the committee is final.

4. The committee shall consist of:

a) the headteacher or a teacher holding a managerial position at the School, as chair of the committee;

b) the form tutor;

c) a teacher designated by the Headteacher who teaches in the class in question, or a counsellor or psychologist.

5. Minutes shall be drawn up of the committee's proceedings, containing:

a) the composition of the committee;

b) the date of the committee meeting;

c) the result of the vote;

d) the behaviour mark awarded, together with the reasons for it.

6. The minutes shall form an annex to the pupil's report card.

§ 33
Home education

1. For a pupil who has fulfilled their compulsory schooling or education outside school, no classification examinations shall be held in:

a) compulsory subjects: art, music, technology and physical education; and

b) additional educational subjects.

2. A classification examination shall be held no later than the day preceding the end of the annual teaching and educational programme.

3. The examination board has a maximum of 14 days to mark the examinations.

4. Marks are awarded for individual tasks in the examination. To pass the examination and progress to the next year group, a pupil must, as a rule, pass the subject in question in both the oral and written parts. The average of the marks from each examination forms the basis for the final mark in that subject. Information regarding the marking of classification examinations is set out in the Regulations on Classification Examinations.

5. A pupil has the right to inspect and appeal against their exam result, but no later than 14 days after receiving the result. The exam paper may be viewed in the presence of a teacher.

6. Details regarding the requirements for individual subjects can be found on the Teams platform. The platform is updated annually by 15 October

§ 34

Classification examination

1. A pupil may not be assessed in one, several or all subjects if their absence from lessons has exceeded half the time allocated to those subjects in the school timetable, thereby making it impossible to award a termly or annual mark.

2. The teacher shall decide not to grade a pupil if there are no grounds for awarding a mark.

3. A pupil who has not been assessed due to an authorised absence may sit a classification examination.

4. At the request of a pupil who has not been assessed due to an unexcused absence, or at the request of their parents (legal guardians), the Teaching Council may authorise a classification examination by a majority of votes in an open ballot. This request must include a detailed explanation of the reasons for the absence.

5. If the Teachers' Council refuses to grant permission for an end-of-year classification examination for a pupil who has not been classified due to unexcused absences, the pupil shall not be classified, shall not be promoted to the next year group and shall repeat the year.

6. A classification examination may also be taken by a pupil:

a) following an individualised programme of study,

b) fulfilling their compulsory schooling outside the school.

7. The classification examination in IT and physical education primarily takes the form of practical and project-based tasks.

8. The classification examination conducted for a pupil referred to in paragraph 6(6b) does not cover the compulsory subjects of art, music and physical education, nor any additional educational activities.

9. No conduct mark is awarded to a pupil referred to in paragraph 6(6b) who sits the classification examination.

10. The classification examination shall be conducted by the teacher of the subject in question in the presence of a teacher with similar qualifications, designated by the headteacher.

11. The classification examination takes the form of a written and an oral test.

12. The classification examination shall be held no later than one day before the end of teaching and form-tutor activities. The date of the examination shall be agreed with the pupil and their parents (legal guardians).

13. The mark obtained in the classification examination becomes the termly or annual mark.

14. The pupil's parents (legal guardians) may be present during the classification examination as observers.

15. A report shall be drawn up following the classification examination, containing:

a) the first names and surnames of the teachers / the composition of the examination board,

b) the date of the examination,

c) the examination questions,

d) the results and marks awarded.

16. The pupil's written work and a brief summary of their oral answers shall be attached to the report. The report shall form an annex to the pupil's report card.

17. A pupil who, for valid reasons, did not sit the classification examination on the scheduled date may sit it on an alternative date set by the headteacher.

18. Where a pupil is not assessed in compulsory or additional educational activities, the entry 'not assessed' shall be recorded in the documentation.

19. The rules for marking classification examinations are set out in the Subject-Specific Marking Guidelines (PZO), which are made available to pupils and parents on the school's website, www.bisg.edu.pl, under the 'Parent Portal' tab, on the Teams platform and on Librus.

§ 35

Resit examination

1. A pupil who has received a fail mark in one or two subjects as a result of the annual (termly) assessment may sit a resit examination in those subjects.

2. The resit examination consists of a written and an oral component, with the exception of examinations in subjects such as Physical Education, which takes the form of a practical test, and Information Technology, which takes the form of a written test supplemented by practical tasks.

3. The date of the resit examination is set by the headteacher by the end of the annual teaching and educational term. The resit examination takes place in the last week of the summer holidays, and a pupil may sit an examination in only one subject per day.

4. The resit examination is conducted by a board appointed by the headteacher.

5. The committee shall consist of:

a) the headteacher or another teacher holding a managerial position – as chair of the committee,

b) the teacher of the subject in which the exam is held – as the examiner,

c) a teacher delivering similar lessons – as a member of the committee.

6. The examiner may be excused from serving on the committee at their own request or in justified cases. In such cases, the headteacher shall appoint another teacher of the same subject, who may be employed at another school.

7. Minutes shall be drawn up of the resit examination, containing:

a) the composition of the examination board,

b) the date of the examination,

c) the examination questions,

d) the result of the examination and the mark awarded.

The student's written work and a brief summary of their oral answers shall be attached to the record. The record shall form an annex to the student's report card.

8. A pupil who, for valid reasons, did not sit the resit examination on the scheduled date may sit it on an alternative date set by the headteacher, no later than the end of September.

9. A pupil who fails the resit examination shall not be promoted to the next year group and shall repeat the year, except in the situation described in point 8.

10. The Teachers' Council may, taking into account the pupil's educational capabilities, promote a pupil who has failed the resit examination in one subject to the next year group

once during a stage of education, provided that this subject is taught in the next year group in accordance with the school's curriculum

§ 36

Procedure for promoting a pupil to a higher year group in the international streams at BISG

1. In particularly justified cases, a pupil in an international class who demonstrates above-average academic achievement and a high level of maturity to undertake the curriculum at a higher stage may be promoted to a higher-level class during the school year or after its completion.

2. The procedure for promoting a pupil may be initiated at the request of:
   a) the pupil,
   b) the parents (legal guardians),
   c) the form tutor,
   d) the teacher responsible for the subject.

3. A written request must be submitted to the headteacher, together with a statement of reasons and the class teacher's opinion.

4. A key condition for the application to be considered is, in particular:
   a) the pupil achieving very high academic results,
   b) the pupil has no failing marks in compulsory subjects,
   c) the pupil demonstrating independence in learning and a high level of motivation to work,
   d) a positive opinion from the form tutor regarding the pupil's social and emotional maturity,
   e) written consent from the parents (legal guardians) for the student to follow an accelerated educational pathway.

5. Once the decision to initiate the procedure has been taken, the headteacher instructs the teachers of the relevant subjects to carry out an individual assessment of the pupil's knowledge and skills in relation to the curriculum content covered in that year group.

6. The assessment is carried out by the teacher of the relevant subject in a form tailored to the specific nature of the lessons, in particular as:
   a) a written test,
   b) an oral response,
   c) a project or research assignment,

d) a practical task,
e) an analysis of the pupil's achievements to date (e.g. a portfolio, participation in competitions, previous work).

7. The assessment is carried out by the teacher of the relevant subject on a date agreed with the pupil and their parents.

8. The teacher informs the headteacher of the outcome of the assessment, together with a recommendation regarding the pupil's progression to the next year group.

9. The condition for a pupil's progression to the next year group is:
a) confirmation by teachers that the pupil has mastered the key curriculum content for that year group,
b) a positive recommendation from the majority of the pupil's teachers,
c) a positive opinion from the form tutor.

10. In justified cases, the headteacher may introduce an adaptation period in the higher-level class, lasting no longer than one term.

11. At the end of the adaptation period, teachers assess the pupil's performance in the new class. In the event of serious educational or organisational difficulties, the headteacher, after consulting with the parents and teachers, may decide to return the pupil to their previous class.

12. The final decision on whether to promote a pupil to a higher-level class is taken by the headteacher responsible for educational supervision immediately after reviewing the complete documentation.

13. A record is drawn up of the procedure, containing information on the forms of assessment carried out and the headteacher's decision. The documentation is attached to the pupil's report card.

CHAPTER 9

SCHOOL PUPILS

§ 37

1. The Headteacher decides on a pupil's admission in accordance with the Admissions Policy, which sets out the conditions for admission to BISG Sixth Form College based on the pupil's projected or final conduct mark in Year 8 of primary school, the results of the entrance examinations in mathematics and English, and on the basis of an interview with the parents and an interview with the candidate.

2. The Headteacher may offer the candidate a taster day at the school.

3. Parents or legal guardians must complete the application form. The signing of the education contract by the parents (or legal guardians) with the governing body constitutes the admission of their child to the School.

§ 38

A pupil has the right to:

1. a properly organised educational and upbringing process that adheres to the principles of mental health and well-being;

2. protection and respect for their dignity, regardless of their academic performance;

3. support in the event of difficulties (detailed procedures are set out in the Welfare Team Policy and the Inclusion and Student Care Policy);

4. familiarise themselves with the curriculum, its content, objectives and requirements, including the requirements of the School's assessment system;

5. a fair, objective, transparent and reasoned assessment of their academic progress and behaviour, as well as the established methods for monitoring academic progress;

6. a properly organised educational process in accordance with the principles of mental health and safety;

7. rest and leisure time, the opportunity to take part in games and recreational activities, and to participate in the School's cultural and artistic life;

8. educational care and conditions at the School that ensure safety and protection against all forms of physical or psychological violence;

9. to be treated with kindness and respect;

10. to develop their interests, abilities and talents;

11. to take an active role in acquiring knowledge and skills by making use of all the opportunities offered by the School;

12. to express opinions and concerns regarding the content of teaching and to receive explanations and answers to them;

13. to raise their concerns with their form tutor, the Headteacher and other teachers, and to receive help, answers and explanations from them;

14. to have their personal dignity respected in matters relating to their private life, family and peers, and to have their problems and matters outside school, entrusted in confidence, kept confidential;

15. to openly express opinions concerning school life, as well as their philosophical and religious beliefs, in the manner and according to the rules adopted by the School; however, this must not infringe upon anyone's personal dignity or violate the rights of others;

16. to organise cultural, educational, sporting and recreational activities in accordance with their own needs and organisational capabilities, in consultation with the Headteacher;

17. to take part in lessons, extra-curricular activities and out-of-school activities;

18. to represent the School in all competitions, festivals, contests and other events, in accordance with their skills and abilities;

19. to appeal to their form tutor or the Headteacher if they consider that their rights have been infringed.

§ 39

A pupil is obliged to:

1. to participate regularly and actively in lessons and in the life of the School;

2. to represent the School with dignity;

3. to observe the rules of social conduct;

4. look after their own life, health and personal hygiene, and respect school property and equipment;

5. to behave in a manner befitting a young person in all circumstances, and to comply with the provisions of the School Charter and all regulations;

6. to comply with the Headteacher's instructions;

7. look after their own safety and health as well as that of their classmates – pupils are prohibited from smoking, drinking alcohol, using drugs or other intoxicating substances;

8. to remain on the school sports field or within the school building during breaks between lessons under the supervision of the teacher on duty;

9. attend lessons regularly and punctually, and participate actively in them; it is recommended that pupils maintain an attendance rate of at least 80 per cent in each subject throughout their time at the school;

10. to prepare systematically for lessons and to complete any work set by the teacher in relation to those lessons;

11. The pupil is required to make up for any work missed due to authorised absences within 10 school days, unless the teacher decides otherwise.

12. provide justification for absences from school lessons in accordance with the following procedure:

a) a request for an excuse must be submitted by a parent, legal guardian or adult pupil within one week of the end of the absence, either verbally or in writing sent from the parent's, legal guardian's or adult pupil's account to the form tutor.

13. observe the rules of good conduct in relation to classmates, teachers, other School staff and adults;

14. avoid any aggressive behaviour towards others, and refrain from using vulgar words, phrases and gestures;

15. respond to instances of physical and verbal aggression;

16. comply with the rules regarding mobile phones brought to the School:

a) Pupils bring mobile phones, music players and other electronic devices to school at their own risk, with their parents' consent.
b) Pupils are required to switch off their mobile phones by 8.00 am and store them for the rest of the day in their lockers in the school cloakroom.
c) There is a strict ban on the use of mobile phones and other electronic devices during lessons and breaks between them, except in the situations described in points f, g, h and i;
d) The use of mobile phones in school toilets, cloakrooms and changing rooms during breaks is prohibited.
e) Recording sound and video using a mobile phone, voice recorder, other playback device or camera is permitted only with the consent of the person being recorded or photographed (e.g. during school events, performances, competitions, etc.).
f) A pupil may use a mobile phone or other electronic equipment as a teaching aid, provided the teacher conducting the lesson permits it.
g) The use of a mobile phone is permitted in exceptional circumstances with the teacher's prior consent. This applies to making an urgent phone call to a parent or guardian arising from an immediate need.
h) The use of mobile phones and other electronic devices is permitted during school trips with the consent of parents, who bear full responsibility for the equipment. The decision on the use of mobile phones is made by the trip

leader.

i) The use of mobile phones and other electronic devices is permitted after lessons have finished and before extra-curricular activities (training, clubs) solely for the purpose of communicating with a parent or legal guardian.
j) Mobile phones must not be charged on school premises.

17. Observe the rules of social conduct, in particular:

a) show respect to adults and fellow pupils;

b) respect the dignity and freedom of others;

c) maintain the confidentiality of correspondence and discussions regarding personal matters entrusted in confidence, unless this would be detrimental to the public interest, health or life;

18. take care of the School's property and its appearance, and endeavour to maintain cleanliness and order on the School premises, including changing their footwear;

19. bear financial responsibility, together with their parents (legal guardians), for any damage caused to the School's property, including personally assisting in the repair of such damaged property;

20. to comply with health and safety rules, the regulations displayed in classrooms and the operating instructions for equipment when using school facilities and premises;

21. be familiar with and comply with the School Charter and the regulations in force on school premises, the provisions of which relate to the pupil's duties or rights (School Behaviour Policy, Uniform Policy).

§ 40

1. Pupils are required to wear the school uniform as specified by the Headteacher in the Uniform Policy, which has been made publicly available.

2. Moderation must be exercised when choosing hairstyles and jewellery, bearing in mind that the school is a place of learning.

3. Within the school premises, pupils are required to wear a change of footwear that does not pose a health risk (e.g. trainers).

§ 41

1. In the event of a dispute between a teacher and a pupil, the following shall adjudicate in the first instance:

a) the form tutor – for teachers teaching in that class;

b) the deputy headteacher – for form tutors and teachers employed at the School.

2. An appeal against the decision of the form tutor or the deputy headteacher may be lodged with the headteacher. The appeal must be lodged by one of the parties within 14 days of the decision being issued.

3. Procedure for lodging complaints in the event of a breach of a pupil's rights:

a) the pupil and their parents have the right to lodge a written complaint with the Headteacher, to be submitted to the School's office within 5 working days of becoming aware of the infringement of the pupil's rights, if they consider that these rights have been infringed,

b) the complaint must include a description of the situation and specific allegations regarding the infringement of the pupil's rights,

c) The Headteacher shall conduct an investigation into the complaint within 14 days, including the provision of written information to the complainant, from the date the complaint is received by the school office,

d) during the investigation, the Headteacher may seek the opinion of a psychologist or school counsellor, the form tutor of the relevant class, teachers working at the School, other pupils at the School and their parents,

e) The Headteacher shall provide the complainant with a written response regarding the decision reached in the proceedings,

f) where a complaint is lodged concerning a breach of a Pupil's rights by a minor Pupil of the School, the Headteacher is obliged to notify the Pupil's parents of this fact, in consultation with the form tutor of the class the Pupil attends,

g) the form tutor of the class the pupil attends shall notify the parents in the manner adopted by the school in question,

h) in the event of a negative response from the Headteacher, the pupil's parents or legal guardians have the right to appeal to the Pupil Ombudsman at the Office of the Regional Superintendent of Education or to the Regional Superintendent of Education, whilst notifying the Headteacher.

§ 42

1. The system of rewards and consequences applied at the school serves an educational purpose and supports pupils' all-round development. Detailed information regarding penalties and rewards is available in the following policies: the BISG School Behaviour Policy and the Welfare Policy.

2. The Headteacher may award a reward to pupils for:

a) actively demonstrating attitudes consistent with the IB Learner Profile, in particular by showing curiosity (Inquirers), knowledge (Knowledgeable), critical thinking (Thinkers), communication skills (Communicators), integrity (Principled), open-mindedness (Open-minded), caring for others (Caring), courage in taking on challenges (Risk-takers), striving for balance (Balanced) and reflectiveness (Reflective).

b) exemplary attendance,

c) work for the benefit of the school and the local community, including support for those in need

d) achievements in competitions, academic contests and tournaments,

e) other achievements that bring credit to the School.

3. The forms of awards and honours are:

a) a commendation from the Headteacher,

b) a commendation from the form tutor, granted at the request of a teacher,

c) a commendation at a School assembly,

d) a certificate of recognition,

e) a prize in kind at the end of the school year

f) a prize from the form tutor awarded at the end of the school year

4. A pupil shall receive a penalty or disciplinary measure for failing to comply with the provisions of the School Statutes or for breaching school or public order.

5. Forms of disciplinary action/consequences include:

a) a warning,

b) a contract with the pupil setting out a target for improvement (Report Card)

c) a reprimand from the headteacher,

d) suspension of the right to take part in extra-curricular trips or to organise or participate in events on or off school premises,

e) removal from the School's register of pupils.

6. The type of penalty imposed depends on the severity of the pupil's offence, in particular the nature and extent of the breach of the pupil's duties, the nature and scale of the adverse consequences of the offence, the pupil's previous behaviour and attitude, and their conduct following the offence.

7. The rules governing the imposition of penalties/consequences are as follows:

a) a penalty/consequence is imposed by the Headteacher upon a reasoned request from the form tutor or a member of the Teaching Staff Council,

b) penalties should, in principle, be imposed in the order set out in point 5; in particularly justified cases, a member of the Teaching Council may request the Headteacher to impose a penalty without following the order, so that a reprimand is the first penalty imposed – the Headteacher may approve such a request,

c) the scale of disciplinary measures begins anew with each academic term,

d) expulsion from the school may be imposed by decision of the Headteacher following consultation with the Teaching Staff Council or the Welfare Team.

e) the form tutor shall notify the parents of any type of disciplinary measure or consequence imposed on a pupil immediately after the pupil has received it,

8. A pupil or their guardian has the right to appeal against a disciplinary measure within 3 (three) days of being informed of its imposition.

9. An appeal against a disciplinary measure, as referred to in point 8 of this paragraph, must be made in writing, failing which it shall be null and void, and must include a statement of reasons.

10. The body competent to consider an appeal against a disciplinary measure, as referred to in sub-paragraph 4 of this paragraph, is the Appeals Committee appointed by the Headteacher, comprising form tutors and the school psychologist.

11. The Appeals Committee shall issue a decision either rejecting the appeal against the disciplinary measure or overturning the disciplinary measure, and shall refer the matter back to the Teachers' Council for reconsideration.

12. The decision of the Teaching Staff Council is final.

13. The Headteacher is obliged to provide the pupil or their guardian with a written response to the appeal against the disciplinary measure within 14 (fourteen) days of the date on which the appeal was lodged. The Headteacher's response should include a statement of reasons.

§ 43

Admissions Policy

1. Candidates who hold a primary school leaving certificate or an equivalent document issued abroad shall be admitted to Year 9 of the School.

2. The decision to admit a pupil to the School is taken by the Headteacher in consultation with the Admissions Committee.

3. Enrolment on the register of pupils is conditional upon the parties signing an education agreement, payment of the specified enrolment fee, and the submission to the School of the documents specified in the Education Act and the Admissions Policy.

4. The rules for admissions to Year 1 are set by the Headteacher in consultation with the School's Governing Body at least two months before the start of the admissions process; these rules should take into account objective criteria that applicants must meet (minimum grade point average, entrance examination, interview, number of points obtained, etc.). These rules are published on the School's website.

5. The decision on the scope of the admissions process in relation to individual candidates is taken on a case-by-case basis by the Headteacher after consultation with the Admissions Committee.

6. The number of places at the School is limited.

7. A pupil's education at the School is provided on the basis of a signed agreement on the child's education with their parents or legal guardians.

8. A one-off fee (enrolment fee) is charged for the admission of a pupil to the School.

9. Once the agreement has been signed, parents (legal guardians) are obliged to pay the tuition fees on time; the amount of these fees will be specified in the agreement on a case-by-case basis.

10. The criteria for admission to Year 11 (to the IB Programme) are described in more detail in the IB Admissions Policy and include the following requirements:
- an average mark of 4.5
- conduct mark – at least 'very good'

13. Upon admission to the International Baccalaureate programme, the pupil is required to declare in writing their final choice of subjects from among the six subject groups offered by the school. The student selects 3 subjects at Standard Level (with a minimum of 4 hours per week) and 3 subjects at Higher Level (with a minimum of 6 hours per week).

14. The feasibility of the declared subject choices depends on the school's organisational capacity.

15. A pupil may choose a subject at Standard Level (SL) if they have achieved a predicted mark of at least 'good' in that subject at the end of Year 10.

16. A pupil may choose a subject at HL level if they have achieved a predicted mark of at least ‘very good’ in that subject at the end of Year 10.

17. IB students are required to familiarise themselves with the School’s IB-related publications: General Regulations, Academic Integrity Policy, Extended Essay Policy, CAS Policy, and to familiarise themselves with the rules governing the school-leaving examinations.

18. A Year 12 student will be admitted to the examination session provided they meet the following conditions:

a) completion of secondary education,
b) fulfilment of the CAS programme requirements as set out in the CAS Policy,
c) submission of the Extended Essay by the deadline set by the IB coordinator,
d) completion of all compulsory tasks specified in the subject specifications,
e) meeting the pass criteria for TOK
f) compliance with the principles of academic integrity set out in the Academic Integrity Policy.

19. Pupils are registered for the International Baccalaureate examination in Year 12 of the International Baccalaureate programme.

§ 44
Rules for removal from the register of pupils

1. A pupil may be removed from the register of pupils in the following circumstances:
a) they receive a penalty or disciplinary measure imposed by a decision of the Headteacher following consultation with members of the Teaching Staff Council,
b) they display verbal or physical aggression towards other pupils, teachers or School staff,
c) compromising the School’s reputation through their conduct,
d) promoting views that incite hatred towards other people,
e) possessing or distributing pornographic material or material that incites hatred and aggression,
f) committing an act liable to criminal prosecution or any other act grossly contrary to social norms,
g) the Pupil receiving a poor conduct mark at the end of the assessment period,
h) parents being in arrears with the payment of school fees for a period of at least two months, following an unsuccessful request to settle the arrears within 7 days, may result in the pupil’s removal from the school.

2. The pupil’s parents have the right to appeal in writing against the Headteacher’s decision to remove the pupil from the register of pupils; the appeal must be submitted in writing to the

School's address within seven days of receiving written notification of the pupil's removal from the School's register of pupils.

CHAPTER 10

PARENTS' RIGHTS AND OBLIGATIONS

§ 45

Parents (or legal guardians) of pupils have the right to:

1. receive reliable, up-to-date information on their children's progress;

2. familiarise themselves with the curriculum and educational programme;

3. receive advice and guidance from teachers on identifying the causes of any learning or behavioural difficulties and on selecting methods to support the pupil;

4. regular meetings with teachers to exchange information on educational and behavioural matters;

5. to play an active part in the life of the School;

6. to help organise school trips and cultural events for children and parents.

§ 46

Parents (legal guardians) of pupils are obliged to:

1. monitor their children's academic progress and behaviour;

2. providing their children with school supplies, a PE kit and a change of shoes;

3. purchase the school uniform referred to in §37;

4. to provide information on the reasons for a pupil's absence in accordance with paragraph 41;

5. make personal contact with the teacher or the Headteacher at their request;

6. to bear financial liability for damage caused by their children by:

a) reimbursing the cost of repairs or carrying out the repairs themselves;

b) providing the School, free of charge, with a new item serving the same purpose as the damaged item;

7. paying fees regularly and on time;

8. to insure their child against accidents under the school's insurance policy or to provide the School's office with a copy of private insurance cover;

9. familiarising themselves with their child's marks and attendance records, as well as any information, comments and commendations, and receiving messages from the class teacher and other teachers and school staff;

10. to attend meetings organised by the form tutor or the headteacher;

11. not to bring a child to school if they are showing signs of illness (pain, cold symptoms);

12. in the event that a pupil fails to comply with the obligations set out in these rules, and in particular displays aggressive behaviour that threatens their own safety or that of others, the child's parents are obliged to maintain regular contact with the class teacher, the school counsellor and the school psychologist, and to respect their recommendations;

13. compliance with the School's Statutes and adherence to announcements made by the Headteacher;

14. In the case of a pupil with special educational or behavioural needs confirmed by the school counsellor or psychologist, parents are required to liaise with the support organisations indicated by the School and to provide the opinions or assessments issued by them.

15. The School accepts requests from parents (legal guardians) exclusively during the school year, on school days, whilst teaching and educational activities are taking place.

16. During periods when the school is closed, in particular during the winter holidays, summer holidays and other days when there are no lessons and neither pupils nor teachers are present at the school, the school office does not accept applications.

17. The school is obliged to issue an opinion, including an opinion on a pupil's conduct, or another document, upon a written request from a parent (legal guardian), within 10 calendar days of the date of submission.

CHAPTER 11

ORGANISATION AND CONDUCT OF CLASSES USING DISTANCE LEARNING METHODS AND TECHNIQUES

§ 47

In the event of classes being suspended for a period exceeding two days, the headteacher is obliged, no later than on the third day following the suspension of classes, to organise classes for pupils using distance learning methods and techniques. Classes may be suspended in the event of the following occurring in the relevant area:

1) a threat to pupils' safety arising from the organisation and conduct of national or international events;

2) inappropriate outdoor or indoor temperatures in the premises where lessons with pupils are held, posing a threat to pupils' health;

3) a threat related to the epidemiological situation;

4) any other extraordinary event posing a threat to pupils' safety or health.

§ 48

When organising the above-mentioned classes, the following may be modified:

1) the weekly scope of teaching content for lessons set out in the framework curricula and the weekly scope of teaching content for lessons delivered in non-school settings;

2) the weekly or termly timetable for lessons conducted at the school using distance learning methods and techniques;

3) the headteacher, in consultation with the teaching staff, may modify the educational and preventative programme.

§ 49

1. Educational activities and the organisation of school operations in exceptional circumstances may be organised and conducted in a hybrid format or via remote learning, using distance-learning methods and techniques, taking into account the individual needs and physical and mental capabilities of pupils, as well as the need to provide pupils and parents

with individual consultations with the teacher leading the lessons and to ensure the proper conduct of the educational process, in accordance with the applicable regulations of the Minister responsible for education and upbringing, including the regulation on the detailed conditions for organising and conducting lessons using distance learning methods and techniques.

2. Teachers use the Microsoft Teams application to deliver online lessons. In addition, the following are used when working with pupils:

a) interactive applications and educational platforms specified by the teacher;

b) materials specified by the teacher, including: textbooks, worksheets, exercise books and workbooks;

c) materials available on the websites of the Central Examinations Board and the Regional Examinations Boards.

3. In order to ensure pupils' safe participation in lessons, whilst alternating between screen-based and non-screen-based learning:

a) pupils shall be provided with individual usernames and passwords to access the platforms used;

b) access details must not be shared with other people;

c) pupils must log in using their real first name and surname;

d) images of people taking part in lessons must not be recorded;

e) materials from secure sources must be used.

4. Pupils' participation in remote learning is compulsory.

5. Pupils are required to participate actively in online lessons, log in on time for the lesson and, at the teacher's request, keep their camera switched on. A lack of feedback from a pupil during the lesson (no verbal responses) is treated as an absence and will be recorded.

6. A pupil's absence from an online lesson is recorded by the teacher and requires an excuse from the pupil's parent in accordance with the rules set out in the school's constitution.

CHAPTER 12

ORGANISATION OF THE SCHOOL'S INTERNAL CAREER GUIDANCE SYSTEM

§ 50

1. The in-school career guidance system aims to support pupils and their parents in:
   a) choosing an educational pathway;
   b) choosing a profession in line with their talents and aptitudes;
   c) planning their career path appropriately;
   d) seeking information about the Polish and European labour markets.
2. The headteacher appoints a teacher to coordinate the school's internal career guidance system.
3. The teacher coordinating the in-school career guidance system:
   a) develops the career guidance system at the School;
   b) collaborates with teachers delivering career guidance lessons, in accordance with the framework curricula;
   c) collaborates on career guidance matters with form tutors, teachers, the school counsellor, the school psychologist and the teacher-librarian;
   d) assesses pupils' needs for educational and career-related information;
   e) advises pupils on planning their education and career;
   e) coordinates the information and guidance activities carried out at the School in the field of career guidance.

CHAPTER 13

FINAL PROVISIONS

§ 51

1. The School issues progression certificates and school leaving certificates in accordance with the applicable regulations.

§ 52

1. Amendments to these Statutes shall be adopted by the governing body, represented by the Headteacher.

2. The Statutes are available at the school office, in the staff room and at the governing body's premises.

§ 53

1. The governing body of the School is obliged to notify parents (legal guardians), the Pomeranian Superintendent of Education and Gdańsk City Council of any decision to close the School at the end of the school year.

2. The School may commence and carry out its activities on the basis of an incomplete structure of school classes.

These Statutes shall come into force on 1 September 2026.