STATUTE
BRITISH INTERNATIONAL SCHOOL GDAŃSK
PRIMARY SCHOOL CLASSES 1-7

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CHAPTER 1
GENERAL PROVISIONS

§ 1

1. The full name of the school is: British International School Gdańsk – Primary School.

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 education for children and young people over an eight-year cycle, on a day-school basis within international sections 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 29 Tysiąclecia Street.

5. An additional school site, housing Year 8 classes, is situated in Gdańsk at 9 Legionów Street.

6. The school's governing body is British International School PL Sp. z o.o., with its registered office at 46 Jagiellońska Street, Gdańsk.

7. The supervisory authority for the school is the Pomeranian Board of Education.

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

9. The school has:

- a large and a small official round seal;

- a rectangular stamp bearing the address, the school's REGON number and Tax Identification Number.

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

British International School Gdańsk

ul. Tysiąclecia 29, 80-351 Gdańsk

tel.: 58 342 26 00

NIP 5213455394

REGON 221782371

11. The rules governing the School's financial and material management are set out in separate regulations. The School's accounts are kept by an external accountancy firm in Gdańsk under a contract concluded with the governing body.

12. The School operates in accordance with applicable legislation and its Articles of Association.

13. Tuition at the School is subject to a fee. The detailed terms of payment are set out in the education agreement concluded with the legal representatives of minor 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 primary 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 the 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 entered into with the parents.

5. The amount of fees is subject to change. Fees may be adjusted in the event of a change in the School's operating costs.

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's objectives are:

1) to teach and develop cognitive, social, artistic and sporting talents and interests in children and young people;

2) to foster a wide range of interests by organising various forms of extra-curricular activities and assisting pupils in preparing for competitions and contests;

3) to stimulate pupils' intellectual curiosity and motivation to learn;

4) to address educational gaps by providing learning opportunities for pupils with special educational needs; to provide psychological and educational support through collaboration with specialists in this field;

5) to foster a spirit of openness and tolerance, and to enable pupils to gain positive experiences of social interaction, with particular emphasis on international integration;

6) enabling pupils to maintain a sense of national, ethnic, linguistic and religious identity;

7) fostering in pupils a sense of self-respect and respect for the dignity of others;

8) developing competences such as creativity, innovation and entrepreneurship;

9) developing skills in critical and logical thinking, reasoning, argumentation and drawing conclusions;

10) supporting pupils in recognising their own aptitudes and determining their future educational path;

11) encouraging organised and informed self-directed learning based on the ability to develop one's own working methods;

12) promoting safety principles and the principles of health promotion and protection.

4. The set of curricula takes into account the core curriculum for general education as well as international programmes: the International Primary Curriculum (IPC) for pupils aged 5–11 and its continuation, the International Middle Years Curriculum (IMYC) for pupils aged 11–14. The IPC and IMYC programmes are largely based on the British curriculum.

5. Teaching is conducted in two languages: Polish and English. All lessons are taught in English, with the exception of Polish, a second modern foreign language, the part of history covering Polish history and the part of geography covering Polish geography in the case of Polish citizens.

6. Teaching in international classes is based on the core curriculum for general education in the subjects which pupils sit in the Year 8 examination, as well as in the sections of history and geography relating to Poland. Teaching in other subjects, and in Years 1–3, may be supplemented with elements of the British National Curriculum based on the international IPC (Years 1–6) and IMYC (Years 7–8) programmes.

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

8. The school organises extra-curricular activities taking into account pupils' interests and the school's resources.

9. The school ensures pupils receive educational supervision and are fully protected 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). It is also permitted for a pupil exempted from physical education lessons to 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 be on duty 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 are available in the Breaks and Supervision Policy, which is available from the school office.

5) In the absence of a teacher, the duty is carried out by the teacher providing cover.

10. To ensure effective cooperation between parents, teachers and homeroom teachers, 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 and plans for the relevant class and the School, as well as with the regulations concerning the assessment, grading and progression of pupils;

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

3) seek 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.

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

CHAPTER 4
SCHOOL BODIES AND THEIR POWERS

§ 4

1. The School's governing bodies are:

1) the Headteacher;

2) the Teaching Staff 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 holding 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 one or more deputy headteacher posts, 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 latter.

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 bears the responsibilities set out in the provisions of generally applicable law for:

1) the headteacher of a non-state school;

2) the educational supervisory authority 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 teachers 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) inspires teachers to improve existing or implement new approaches in 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;

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 affairs of the School by issuing official instructions, delegating powers and duties, and issuing internal regulatory acts.

6. In carrying out their duties, the Headteacher cooperates with the School's statutory bodies and resolves disputes and conflicts within the scope of their powers.

7. All teachers who are members of the Teachers' Council cooperate with the Headteacher in carrying out teaching and educational tasks, and the teams cooperating with the Headteacher are:

1) the Child Development Team (Welfare Team);

2) the Polish Language Teachers' Team;

3) the English Language Teachers' Team;

4) the Psychological and Pedagogical Support Team;

5) the Mathematics and Science Team;

6) the Humanities Team;

7) the Foreign Languages Team;

8) the Applied Arts Team;

9) the Years 1–3 Team.

8. All procedures and internal regulations concerning the work of the above-mentioned teams are available on the Librus and MS Teams platforms, as well as at the school office.

1. Members of the Teachers' Council are teachers employed in managerial positions, teachers teaching compulsory subjects, and homeroom teachers.

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 coordinator of voluntary work is the supervisor of the Pupils' Council, if one exists at the School. Where no Pupils' Council has been established, teachers appointed by the Headteacher are responsible for voluntary initiatives.

3. The entire school community is involved in volunteering activities, in particular homeroom teachers.

4. The aims and objectives of school volunteering:

    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) fostering pro-social attitudes;

4) developing empathy and tolerance;

5) engaging in activities for the benefit of the school and local communities, and building 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 in support of 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 meetings to familiarise young people with 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 for any shortcomings during the volunteers' work;

6) preparing annual reports on the volunteers' work.

6. To have a note regarding voluntary work included on their school report, a pupil must demonstrate involvement in voluntary work by taking part in at least three charitable initiatives at school or outside school in Years 4–8, or by providing evidence of having worked 35 hours for a chosen organisation.

7. Volunteering carried out outside school is recognised on the basis of a certificate of volunteering, which the pupil submits to the School's Volunteering Co-ordinator, issued by the organisation or institution with which the pupil has

collaborated. Such a certificate should include the name of the organisation organising the voluntary work, the duration of the voluntary work, the number of hours spent on voluntary work, the activities carried out, the organisation's/institution's stamp and the signature of the person issuing the certificate.

§ 8

1. The Student Council is made up of all pupils of the School.

2. The School's pupils 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. Where the Pupils' Council is in operation at the School in a given year, it shall act 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 before 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 through 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 a transparent 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.

CHAPTER 6
ORGANISATION OF SCHOOL OPERATIONS

§ 9

1. The British International School Gdańsk - Primary Section is a school educating pupils from Year 1 to Year 8 inclusive.

2. The school runs international classes in Years 1–8.

3. The dates for the start and end of teaching and pastoral care activities, as well as school holidays and the winter and summer breaks, shall be determined by the Headteacher.

4. 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.

5. 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.

6. 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.

7. In the case of distance learning, the Online Teaching Policy, available on the Librus and MS Teams platforms, applies.

§10

1. The curriculum is drawn up on the basis of the framework curriculum applicable to state primary schools, based on the core curriculum for general education referred to in separate regulations, and extended to include elements of the British core curriculum based on the IPC international programmes (Years 1–6)

and IMYC (Years 7–8).

2. In addition to compulsory lessons, the School organises extra-curricular and after-school activities which pupils and their parents may choose from. These activities are known as Clubs and take place between 7.30 and 8.30 and 15.25 and 17.00 at the school premises or off-site.

3. The school runs an after-school club exclusively for children in Years 1–4, from 3.25 pm to 5.00 pm.

4. The school does not provide supervision for pupils in Years 5–8 who, after their lessons have finished in accordance with their class timetable, remain on school premises in rooms other than those where the after-school club takes place. Pupils in Years 5–8 should leave the school building once their lessons have finished in accordance with their class timetable. At the request of their parents, pupils in Years 5–8 may be admitted to the after-school club, provided that on that particular day they are waiting for the clubs they have been enrolled in, and only until the start of those sessions.

5. The school provides after-school care from 7.30 am to 8.15 am exclusively in the after-school care room, which is open during these hours. At 8.15 am, responsibility for the children is taken over by the homeroom teachers of the respective classes or by teachers designated for this purpose.

6. The school does not provide supervision for children who, between 7.30 and 8.15, are on the school premises in rooms other than those designated by the teacher on after-school club duty during those hours.

7. The school provides pupils with the opportunity to use the library during the hours specified by the library supervisor. Detailed information can be found in the Library Policy, which is available on the Librus platform and at the school office.

8. 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. It is permissible to conduct lessons in combined classes. 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 class.

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

§ 12

1. In order to ensure the safety of children and school staff, the Headteacher supervises the school premises and the area surrounding the school using technical means enabling video recording (CCTV).

2. CCTV does not cover rooms where teaching, homeroom teaching 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 which contain personal data of children, staff and other individuals who can be identified as a result of such 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.

§ 13

ORGANISATION AND FORMS OF COOPERATION BETWEEN THE SCHOOL AND PARENTS 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 disputes amicably through:

a) discussions between subject teachers and parents;

b) discussions between the homeroom teacher 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.

2. Resolution of disputes between School staff:

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

1) 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 Teachers' Council attended by the governing body or the body exercising pedagogical supervision – within 14 days of the date on which the request was submitted.

2) In the absence of a decision, the party has the right to lodge an appeal:

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

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

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

a) the homeroom teacher – for teachers teaching in that class;

b) the deputy headteacher – for homeroom teachers and subject employed at the school.

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

3. A conflict between the Headteacher and 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

§ 14

1. The School employs teachers holding 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.

§ 15

1. The duties of a teacher 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' exercise books, workbooks, class tests and other work on a regular basis;

3) to ensure 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) to produce 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;

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 supervisory and educational tasks that take into account pupils' needs and interests;

13) cooperating with specialists in the provision of psychological and educational support, healthcare and other forms of assistance;

14) cooperating with other teachers within teaching teams (e.g. class teams, the teaching team responsible for pupils in Years 1–3, the teaching team responsible for pupils in Years 4–8).

2. Teachers are responsible for:

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

2) the safety of pupils in their care at school and during activities organised by the school, and for 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. A teacher is obliged to keep confidential any information obtained from homeroom teachers, parents, the Headteacher or other sources concerning a pupil's personal and family matters.

4. Teachers may form age-phase 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 are entitled to:

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

2) draw on the subject-specific and methodological support of the Headteacher, the Teaching Staff Council, and specialist educational and research institutions in their work;

3) have their views and beliefs respected;

4) safe working conditions enabling them to carry out their assigned tasks in accordance with health and safety regulations;

5) have their personal dignity respected;

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

7. Non-teaching staff are entitled 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 operations.

8. Non-teaching staff are obliged to:

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

2) support teachers in organising ceremonies and events

at the school;

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

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

§ 16

Homeroom teachers

1. A class is supervised by a homeroom teacher or a team of two homeroom teachers, depending on the school's staffing capacity.

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

3. The homeroom teacher'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) to take action to resolve conflicts within the class 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 homeroom teacher:

1) provides individual care for each pupil;

2) plans and organises, together with pupils and their parents, various forms of group activities that foster personal development and integrate the pupil group, and determines the content and format of thematic sessions during the homeroom teacher'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 homeroom teacher 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 cooperate with cultural and educational institutions operating in the local community.

6. The homeroom teacher shall keep the class records up to date in the electronic register, complete assessment forms, and prepare school reports and other reports.

7. The homeroom teacher determines the behaviour marks of their pupils.

8. The homeroom teacher informs parents about:

1) the educational and formative 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 specified 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, the homeroom teacher organises events in which the children take part, in collaboration with parents.

9. A change of homeroom teachers 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 homeroom teacher;

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

10. The decision regarding a change of homeroom teacher 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 homeroom teachers is provided by a co-homeroom teacher or the Deputy Headteacher.

§ 17

ASSISTANTS

1. An assistant at the British International School Gdańsk assists the teacher in carrying out care, educational and teaching duties.

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

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

§ 18

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, homeroom teachers or other specialists, parents and pupils in:

- conducting research and diagnostic activities related to the identification of pupils' individual developmental and educational needs, as well as their psychophysical capabilities, in order to determine pupils' strengths, aptitudes, interests and talents, and the

causes of educational failure or difficulties in

pupils' functioning, including barriers and limitations hindering a pupil's functioning and their participation in the life of the school and educational institution;

-resolving pupils' teaching and pastoral issues;

- working with the team to develop and implement an individual educational and therapeutic programme for pupils with a certificate of special educational needs, including providing them with psychological and pedagogical support.

b) Supporting teachers, homeroom teachers and other specialists in:

-identifying the causes of pupils' educational difficulties or challenges in their functioning, including barriers and limitations that hinder a pupil's functioning and their participation in school or educational institution life;

-adapting working methods and approaches to the pupil's individual developmental and educational needs, as well as their psychological and physical 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' 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, homeroom teachers and school specialists in identifying pupils' individual developmental and educational needs, as well as their psychological and physical capabilities, and the causes of educational failure or difficulties in pupils' functioning, as well as in providing psychological and pedagogical support to pupils.

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

a) the BISG Welfare Team Policy (Student Development Policy);

b) the BISG Child Protection and Safeguarding Policy;

c) the BISG Inclusion and Student Care Policy (including the Anti-Bullying Policy).

3. The school draws up an annual Preventive and Educational Programme, which is adopted by the Teachers' Council.

1. The Educational and Preventive Programme is drawn up by the Headteacher, after consulting the Teaching Staff Council.
2. 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.
3. 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

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 Act on Public Schools, 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 Act on Public Schools, shall not apply to the international section."

§19

General provisions

1. Detailed assessment rules for individual subjects are set out in separate documents (Subject-Specific Assessment Rules – PZO) made available to pupils and parents on the school's website, www. bisg.edu.pl under the 'Parent Portal' tab.

2. Internal assessment aims to:

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

    2) provide pupils with learning support by giving them guidance on how they should continue their studies;

    3) help pupils to plan their own development independently;

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

    5) to provide parents (legal guardians) and teachers with information on pupils' progress, learning and behavioural difficulties, and pupils' aptitudes;

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

3.The school applies adjustments when determining marks for pupils with educational assessments and certificates.

§ 20

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 establish the direction of work with pupils (the decision to use this form of assessment is made by the subject teacher);

2) ongoing assessment – aimed at monitoring a pupil's work and providing them with feedback on their educational achievements to aid their learning by highlighting what they are doing well, what needs improvement and how, and how they should continue to learn; systematic monitoring of academic progress helps pupils identify 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.

2. Ongoing assessment in Years 1–3 and 4–8 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 future learning should be structured to be as effective as possible. At least once a month, the teacher enters a brief comment in the electronic register regarding the pupil's progress and guidance for further work.

3. In Years 4–8, once a month the teacher assesses:

1) the pupil's level of mastery of knowledge and skills in a given subject (a numerical mark on a scale of 1–6). This mark does not relate to specific tasks (such as class tests or assessments) – rather, it is a summary of the pupil's overall performance in that subject during the month in question;

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

4. The numerical and letter grades awarded at the end of each month reflect the pupil's educational progress – they indicate trends in knowledge acquisition and

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

5. Numerical and letter grades relate to other aspects of the pupil's work, and no arithmetic mean is calculated from them.

6. When determining monthly, termly and annual marks, the following scale is used:

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

a) excellent (cel) – 6

b) very good (bdb) – 5

c) good (db) – 4

d) satisfactory (dst) – 3

e) pass (dop) – 2

f) unsatisfactory (ndst) – 1

2) alphabetic – indicating the pupil's commitment, participation in lessons and consistency in completing homework (Effort and Homework):

a) outstanding – A

b) very good (very good) – B

c) good – C

d) satisfactory – D

e) unsatisfactory – E

f) failing – F

7. In the case of monthly marks, the symbols (+) and (-).

8. At the beginning of each school year, the teacher shall inform pupils and their parents of the Subject-Specific Assessment Rules (PZO), in particular regarding:

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

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

3) the conditions and procedure for obtaining a higher-than-expected annual grade in educational subjects.

4) the requirements for receiving the subject-specific annual award.

9. The information set out in paragraph 8(1), (2), (3) and (4) shall be communicated to pupils by subject teachers and homeroom teachers in the form of an oral discussion during lessons in the first three weeks of the school year.

10. Parents/legal guardians are informed of the information contained in paragraph 8(1), (2), 3) and 4) during the first week of the school year via a welcome letter (Letter to Parents) sent by the homeroom teachers by email, which contains links to the documents made available on the website (www.bisg.edu.pl under the Parent Portal tab).

11. Subject teachers shall record in the class register that pupils have been made aware of the information contained in paragraphs 8. 1), 2) , 3) and 4) as the lesson topic.

12. Marks are made available to pupils and parents. They are communicated to parents via the electronic register, and to pupils during lessons in a format chosen by the teacher.

13. 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 a teacher via the school office or directly via the electronic register.

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

15. The teacher shall justify the monthly mark, as well as the mid-term or end-of-year assessment mark, 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 given form of assessment, and the knowledge and skills (educational requirements) necessary to achieve the grade in question;

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

4) the pupil's assessed level of educational achievement in relation to the educational requirements.

16. 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 kept at the school, no later than 7 days after the end of teaching activities in the given school year.

2) 'Inspection of the work' means familiarising oneself with its content solely on the school premises, without the right to remove it.

3) In exceptional cases, a copy of the work may be provided at the parent's request.

17. 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.

18. Ongoing assessment of pupils in Years 1–3 takes place as follows:

1) pupils' written work is marked and signed by the teacher, and any errors are corrected in accordance with the rules established for this stage of education, as set out in the 'Feedback and Marking Policy for Years 1–3' ;

2) the correction of any errors made by pupils in Years 1–3 is carried out in a balanced manner and is primarily intended to encourage learning, stimulate the children's progress and set out a course of action;

3) Ongoing assessment of a pupil's work in class may take the form of: self-assessment, peer assessment or verbal feedback from the teacher.

§ 21

Mid-term assessment

1. Mid-term assessment involves a periodic summary of a pupil's achievements in the subjects specified in the school curriculum and in terms of behaviour, as well as the determination, according to a specified scale (ongoing, mid-term and annual marks), of mid-term marks for academic subjects and a mid-term mark for behaviour.

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 Christmas holidays.

3. In Years 1–3 of primary school, a mid-term descriptive assessment of compulsory subjects and behaviour, as well as a descriptive assessment of extra-curricular activities, is determined no later than in the last week before the start of the Christmas holidays. In addition, so-called term reports are drawn up in English, which contain descriptive assessments of behaviour and individual academic subjects.

4. The mid-term assessment in Years 4–8 comprises:

1) a numerical mark on a scale of 1–6 indicating the pupil's level of mastery of knowledge and skills in a given subject;

2) a letter mark on a scale of A–F indicating the pupil's commitment, participation in lessons and consistency in completing homework.

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

§ 22

Annual assessment

1. Annual assessment involves summarising a pupil's educational achievements in the subjects specified in the school curriculum and their behaviour during the school year, and determining annual assessment marks for academic subjects and an annual assessment mark for behaviour, according to a specified scale (ongoing, mid-term and annual marks).

2. In Years 1–3 of primary school, an end-of-year descriptive assessment is determined for compulsory subjects and behaviour, as well as a descriptive assessment for extra-curricular activities. In addition, a so-called 'final report' is drawn up in English, which summarises progress across the three terms. It describes educational achievements, areas requiring improvement, a behaviour assessment and any other comments.

3. In Years 4–8, the annual classification mark comprises:

1) a numerical mark on a scale of 1–6 indicating the pupil's level of mastery of knowledge and skills in a given subject;

2) a letter grade on a scale of A–F indicating the pupil's commitment, participation in lessons and consistency in completing homework.

4. In Years 4–8, no later than the end of May, the teachers responsible for individual subjects and the homeroom teacher shall determine the projected annual marks for each subject and the projected annual conduct marks.

5. Teachers and homeroom teachers shall enter the projected annual marks referred to in point 3 into the electronic register under the category 'projected annual mark'.

6. Teachers and the homeroom teachers shall inform pupils orally 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 class homeroom teachers are required to communicate the final marks to pupils and parents no later than one week before the annual grading meeting of the Teachers' Council, which is 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 annual grading meeting.

9. The date of the classification meeting shall be set by the Headteacher, no later than the last day of term.

10. The results of the annual classification shall be approved by the Teachers' Council by passing a resolution at the classification meeting held at the end of the school term.

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

12. Subject teachers set out the educational requirements necessary for a pupil to receive specific mid-term and annual assessment marks in compulsory and additional subjects, taking into account the specific needs of pupils.

§ 23

Promotion of pupils

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

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

3. A pupil shall be 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’, subject to point 6. By decision of the Teachers’ Council, a pupil with a single ‘unsatisfactory’ 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 at least a ‘very good’ conduct mark shall be 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. A pupil shall complete their schooling if they have received passing marks in all compulsory subjects of the second stage of education and sit the post-Year 8 examination.

7. Winners and finalists of subject competitions are awarded an ‘excellent’ annual classification mark for the relevant subjects.

8. Pupils who have been promoted to the next higher year group 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. The report referred to in paragraph 8(2) shall contain:

1) a descriptive assessment by the homeroom teachers;

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 – average – below average – does not meet expectations);

3) numerical marks on a scale of 1 to 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 regularity in completing homework for individual subjects.

§ 24

Detailed criteria for determining grades

1. an ‘excellent’ grade: awarded to a pupil who has mastered the knowledge and skills set out in the core curriculum for a given subject, independently and creatively develops their own talents, fluently applies the knowledge acquired to solve theoretical and practical problems from the curriculum of the relevant year group, proposes unconventional solutions, solves tasks going beyond the core curriculum, or achieves success in subject competitions and Olympiads, sporting events and other contests, qualifying for the finals at provincial (regional) or national level, or has other comparable achievements;

2. a ‘very good’ grade: awarded to a pupil who has mastered the full scope of knowledge and skills specified by the core curriculum for a given subject, uses the acquired knowledge effectively, solves theoretical and practical problems covered by the curriculum independently, and is able to apply their knowledge to solve tasks and problems in new situations;

3. a ‘good’ mark: is awarded to a pupil who has not fully mastered the knowledge and skills specified in the core curriculum for a given subject, correctly applies the knowledge, and independently solves (performs) typical theoretical and practical tasks;

4. a ‘satisfactory’ grade: is awarded to a pupil who has not fully mastered the knowledge and skills specified in the core curriculum for a given subject, but who solves (performs) typical theoretical or practical tasks of moderate difficulty;

5. a ‘pass’ grade: awarded to a pupil who has not fully mastered the core curriculum, but whose shortcomings do not preclude the pupil from acquiring basic knowledge of the subject in the course of further study, and who solves (performs) typical theoretical and practical tasks, of a low level of difficulty;

6. a fail mark: awarded to a pupil who has not mastered the knowledge and skills specified in the core curriculum, and where these gaps in knowledge and skills prevent the pupil from acquiring further knowledge in that subject; the pupil is unable to solve (carry out) tasks of a low (elementary) level of difficulty, even under the teacher’s guidance.

§ 25

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, on the basis of opinions or assessments from the Psychological and Pedagogical Counselling Centre or another specialist counselling centre, or an internal school diagnosis, to adapt the requirements, working methods and assessment criteria to the pupil's individual abilities.

§ 26

Behavioural assessment

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

1) a mid-term mark – awarded halfway through the first term;

2) a mid-year mark;

3) a mid-term mark – awarded halfway through the second term;

4) a projected annual mark;

5) an annual mark.

2. Mid-term marks provide parents with ongoing information about a pupil's behaviour and form the basis for determining the mid-year and annual marks.

3. The class teacher determines the mid-term and annual conduct marks following consultation with the teachers of the respective subjects.

4. The following scale is used when determining conduct marks:

- exemplary (wz)
- very good (bdb)
- good (db)
- satisfactory (pop)
- unsatisfactory (ndp)

- reprehensible (ngn).

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

1) the conditions, method and criteria for assessing behaviour;

2) the conditions and procedure for obtaining a higher than expected annual behavioural assessment;

3) the consequences of a pupil being awarded a reprehensible annual conduct mark.

6. Parents are informed of the criteria for assessing conduct during the first week of the school year via a welcome letter (Letter to Parents) sent by the homeroom teachers by email, which contains links to documents available in the electronic register and on the website under the 'Parent Portal' tab (BISG Student Behaviour Policy, BISG School Behaviour Policy, Welfare Team Policy, Uniform Policy, Trips and Outings Policy).

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

1) pupils' fulfilment of their obligations, 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 attendance and punctuality at school;

d) compliance with internal school rules and regulations;

e) carrying out all tasks assigned by the homeroom teachers, teachers and supervisors of pupil organisations;

f) participating, on their own initiative, in interest groups, subject 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) voluntarily taking part 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) ensuring their 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 School premises;

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

c) maintaining personal hygiene, a neat and tidy appearance, and keeping one's surroundings clean and tidy;

d) opposing manifestations of violence, brutality and criminality;

e) helping others in various situations;

f) showing care and consideration towards younger pupils;

5) showing respect for others by:

a) respecting the dignity of others;

b) behaving courteously towards teachers, other School staff and their classmates;

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

d) behaving courteously towards other people.

§ 27

Detailed criteria for determining the conduct mark

At the School, a pupil's conduct 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 appropriate 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 school interest groups;

g) actively participates in School life and the local community, and upholds the School's honour and traditions; h) offers help and support to other pupils, and takes particular care to maintain the aesthetic appearance of their surroundings;

h) takes the initiative for the benefit of the pupil community and the School, and takes part in preparations for school ceremonies;

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 without any significant cause for concern;

d) helps other pupils;

e) takes the initiative for the benefit of the pupil community and the School;

f) adheres to safety rules at school and responds appropriately to any breaches of these rules;

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 Statutes;

b) completes tasks set by the School in accordance with the Statutes in a timely manner; c) adheres to socially accepted standards of behaviour;

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

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

g) adheres to the safety rules they have learnt, both in and outside the School;

h) offers help to those in need;

i) is friendly and collegial;

j) displays an appropriate level of personal manners;

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 regulations or rules of social conduct, 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) offers assistance to those in need in areas where their help may be effective;

e) responds positively to assistance 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 violence, intolerance, vulgarity, acts of vandalism and discrimination;

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

5. unsatisfactory, if the 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 requests to behave appropriately;

h) deliberately breaches moral standards,

i) fails to meet school 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 ‘inadequate’ mark.

7. A conduct mark may be upgraded if a pupil actively demonstrates the character traits and attitudes described in the Student Behaviour Policy.

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 permission and without first informing a teacher;

e) breaking away from the group during school outings and trips;

f) smoking cigarettes, drinking alcohol and using other intoxicating substances, as well as sharing them with others;

g) vulgar language, 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 the instructions of teachers and school staff;

m) deliberately damaging school property or the property of others;

n) inappropriate behaviour during school and extracurricular events;

o) behaviour endangering one’s own health and life or that of others on school premises and during school outings, trips or events.

§ 28

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

1. Upon receiving information regarding the projected annual classification mark for academic subjects and the projected annual classification mark for behaviour, within three working days prior to the teaching staff's classification meeting, the pupil or their parents may submit a written request to the relevant teacher and the homeroom teacher, respectively, for the determination of an annual classification mark for academic subjects or a higher annual conduct mark than predicted.

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

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

b) attends lessons regularly 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 in charge of the subject shall award an annual grading mark higher than the predicted mark 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 obtain it.

4. In the case referred to in point 1, the homeroom teachers 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.

§ 29

Appeal against the procedure for determining the annual classification 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 this mark. Objections may be submitted in writing within 2 working days of the end of teaching and homeroom teacher activities.

2. If it is established that the annual classification mark for a subject has been determined contrary to the legal provisions governing the procedure for determining such a mark, the Headteacher shall appoint a committee to assess the pupil's knowledge and skills, in written and oral form (with the exception of Information Technology and Physical Education, which primarily take the form of practical tasks), and shall determine the annual for the subject in question.

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 activity;

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

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

6. The annual classification mark for the subject set by the committee must not be lower than the mark previously set. The mark set by the committee is final, with the exception of a failing annual mark for a 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 for 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 minutes shall form an annex to the pupil's report card. The pupil's written work and a brief summary of their oral responses shall be attached to the minutes.

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 on which the resit examination was held. In this case, the mark set by the examination board is final.

§ 30

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 such a mark. Objections may be lodged within 2 days of the end of teaching and homeroom teacher sessions.

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 grade by a simple majority vote; in the event of a tie, the chair 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 grade determined by the committee may not be lower than the grade previously determined . The assessment 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 homeroom teacher;

c) a teacher designated by the Headteacher who teaches in the relevant

class, 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.

§ 31

Classification and resit examinations

Classification examination

1. A pupil may not be classified in one, several or all subjects if their absence from lessons has exceeded half the time allocated to those subjects in the school curriculum, which makes it impossible to award a termly or annual mark.
2. The teacher shall decide not to classify a pupil if there are no grounds for awarding a mark.
3. A pupil who has not been classified 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 unjustified absence, or at the request of their parents (legal guardians), the Teachers' Council may grant permission for 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 exam for a pupil who has not been classified due to unexcused absences, the pupil is not assessed, does not progress to the next year and must 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. Classification examinations in art, music, IT and physical education

primarily take the form of practical and project-based tasks.

8. The classification examination conducted for a pupil referred to in paragraph 5(5b) does not cover compulsory educational subjects: art, music and physical education, nor additional educational activities.
9. A pupil referred to in paragraph 6(6b), taking the classification examination, shall not be awarded a conduct mark.
10. The classification examination is 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 oral test.
12. The classification examination is held no later than one day before the end of teaching and homeroom-teacher sessions. The date of the examination is agreed with the pupil and their parents (legal guardians).
13. The mark obtained in the classification examination becomes a termly or annual mark.
14. During the classification examination, the pupil's parents (legal guardians) of the pupil may be present as observers.
15. A record is drawn up of 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 forms an appendix to the pupil's mark sheet.

    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 classified in compulsory or additional educational activities, the entry 'not classified' shall be recorded in the records.

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

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. A resit examination consists of a written and an oral part, with the exception of examinations in subjects such as art, music, art classes, technology, IT and PE, which take the form of practical assessments.

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 final 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 committee appointed by the headteacher.

5. The examination board comprises:

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

    b) the teacher of the subject being examined – as the examiner,

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

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

7. A record is 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.

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

9. A pupil who, for justified 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.

10. 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.

11. The Teachers' Council may, taking into account the pupil's educational capabilities, promote a pupil who has failed the resit examination in a single 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.

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

1. In particularly justified cases, a pupil in the international stream 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 at the end of it.
2. The procedure for promoting a pupil may be initiated at the request of:

   a) the pupil,

   b) the parents (legal guardians),

   c) the homeroom teachers,

   d) the teacher responsible for the subject.

3. A written request must be submitted to the headteacher, accompanied by a statement of reasons and the class teacher's opinion.
4. In particular, the following are required for the request to be considered:

   a) the pupil achieving very high academic results,

   b) 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 homeroom teacher regarding the pupil's

social and emotional maturity,

e) written consent from the parents (legal guardians) for the accelerated educational pathway.

5. Once the decision to initiate the procedure has been made, 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 adapted to the specific nature of the subject, in particular as:

   a) a written test,

   b) an oral response,

   c) the completion of 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 conditions for a pupil's promotion to a higher-level year group are:

   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 homeroom teacher.

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 detailing the procedure, including 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

§ 32

1. The headteacher decides on a pupil's admission on the basis of an interview with the parents and an interview with the candidate.

2. The headteacher may offer the applicant a taster day at the school.

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

§ 33

1. A pupil transferring from another state or independent primary school shall be enrolled in the appropriate year group on the basis of a copy of their report card or other documents required in the country where they have previously been educated.

§ 34

1. A pupil who has been granted permission to fulfil their compulsory education outside school in the manner specified in Article 37 of the Act shall sit classification examinations at the School in accordance with the procedures and principles set out in the Act on the Education System and the implementing regulations to that Act.

§ 35

The Headteacher may remove a pupil from the register in the following cases:

1. where the pupil displays aggression or violence towards School staff or other pupils (e.g. the use of offensive language, public use of force) and where there is no improvement in behaviour;

2. where the pupil damages School property or the property of other pupils;

3. following a recommendation by the Teaching Staff Council in the event of a gross breach by the pupil of the provisions of the School Charter or the school rules.

4. A pupil may be removed from the register as a result of non-payment of the applicable fees for a period of two months or the termination of the contract.

§ 36

A pupil has the right to:

1. a properly organised educational and upbringing process, in accordance with the principles of mental hygiene;

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. 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;

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

8. to be treated with kindness and respect;

9. the development of interests, abilities and talents;

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

11. to express opinions and concerns regarding the content of teaching and to receive explanations and answers to these;

12. to present their problems to their homeroom teachers, the Headteacher and other teachers and to receive help, answers and explanations from them;

13. to have their dignity respected in personal, family and peer relationships, and to keep their problems and out-of-school matters entrusted to them in confidence;

14. to openly express opinions regarding School life, as well as their worldview 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;

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

16. to participate in lessons, extracurricular activities and out-of-school activities;

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

18. to appeal to their homeroom teacher or the Headteacher if they believe that their rights have been infringed.

§ 37

A pupil is obliged to:

1. to participate regularly and actively in lessons and in school life;

2. to represent the School with dignity;

3. to observe the rules of social conduct;

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

5. behave in a manner befitting a young person in all situations, and comply with the provisions set out in the School Charter and all regulations;

6. comply with the Headteacher's instructions;

7. look after their own safety and health and 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 break times under the supervision of the teacher on duty;

9. to attend lessons regularly and punctually and to participate actively in them;

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

11. Students are required to make up any missed work resulting from authorised absences within 10 school days, unless the teacher decides otherwise.

12. to provide valid reasons for absences from school lessons in accordance with the established procedure;

13. observe the rules of good conduct in their dealings with fellow pupils, teachers, other School staff and adults;

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

15. respond to instances of physical and verbal aggression;

16. comply with the rules regarding mobile phones brought to school, as set out in the Mobile Phone Policy:

1. Pupils bring mobile phones, music players and other electronic devices to school at their own risk, with their parents' consent.
2. Pupils are required to switch off their mobile phones by 8.15 am.
3. The use of mobile phones and other electronic devices during lessons and breaks is strictly prohibited, except in the situations described in sub-points f, g, h and i;
4. The use of mobile phones in school toilets, cloakrooms and changing rooms during breaks is prohibited.
5. Recording sound or 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.).
6. A pupil may use a mobile phone or other electronic equipment as a teaching aid if the teacher conducting the lesson permits it.
7. The use of a mobile phone is permitted in exceptional circumstances with the teacher's prior consent. This applies to making an urgent telephone call to a parent or guardian, arising from an immediate need.
8. 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 regarding the use of mobile phones is made by the trip leader.

9. The use of mobile phones and other electronic devices is permitted after lessons have finished and before extra-curricular activities (training, interest groups), solely for the purpose of communicating with a parent or legal guardian.

10. Mobile phones must not be charged on school premises.

17. to observe the rules of social conduct, in particular:

a) to show respect to adults and peers;

b) to 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 aesthetic appearance, and endeavour

to maintain cleanliness and order on the School premises, including changing footwear;

19. to 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 posted in classrooms and the operating instructions for equipment when using school facilities and premises;

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

§ 38

1. Pupils are required to wear the full school uniform as determined by the Headteacher in a notice made available to the whole school. The full school uniform consists of:

- a navy blue jumper, sweatshirt, vest or cardigan with the school logo sewn on
- a white polo shirt or shirt (long- or short-sleeved)
- a navy blue, grey or black skirt, shorts or trousers (not leggings or tracksuit bottoms); skirts and shorts should be of a suitable length and cut to allow the pupil to sit comfortably on the floor; trousers should be smart
- plain navy blue, grey, black or white knee-length socks (not above the knee) or tights
- dark ankle-length socks with trousers.

2. Moderation should be exercised when choosing hairstyles and jewellery, bearing in mind that 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).

4. A pupil's appearance must not influence their marks in subjects.

5. School uniforms are purchased by parents and must bear the school crest and be labelled with the child's name. In the event of a missing uniform item or other concerns regarding its condition, the parent will receive a written warning from the homeroom teacher and is required to provide the missing uniform item.

6. Any exceptions to the rules regarding school uniforms, e.g. those based on cultural or religious grounds, must be submitted to the Headteacher and approved by them.

§ 39

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

a) the class homeroom teacher – for teachers teaching in that class;

b) the Deputy Headteacher – for homeroom teacher and teachers employed at the School.

2. An appeal against the decision of the homeroom teacher 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.

§ 40

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

2. In justified cases, a pupil may receive a reprimand from the Headteacher as a consequence of their behaviour.

CHAPTER 10

PARENTS' RIGHTS AND DUTIES

§ 41

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

1. receive reliable, up-to-date information about 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 assist the pupil;

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

5. actively participating in the life of the School;

6. taking part in organising trips and cultural events for children and parents.

§ 42

Parents (or legal guardians) of pupils are required to:

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

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

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

4. providing information on the reasons for a pupil's absence. A request to excuse an absence must be submitted by the parent within one week (seven

working days) of the end of the absence, in writing, sent from the email account or Librus account of the parent or legal guardian, or handed over in person by the parent or legal guardian to the class teacher.

5. to 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 costs 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 one;

7. to pay fees regularly and on time;

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

9. using the electronic register: checking their child's marks and attendance, as well as any information, comments and praise, and receiving messages from the class teacher and other teachers and school staff;

10. to attend meetings organised by the homeroom teacher or the headteacher;

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

12. in the event that a pupil fails to comply with the obligations set out in these regulations, and in particular displays aggressive behaviour that endangers their own safety or that of others, the child's parents are obliged to maintain regular contact with the homeroom 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 school psychologist, parents are required to liaise with the support organisations indicated by the School and to provide the opinions or assessments issued by them.

1. The School accepts applications from parents (legal guardians) exclusively during the school year, on school working days, whilst teaching and educational activities are taking place.
2. During periods when the school is closed, in particular during the winter holidays, summer holidays and other days when there are no lessons,

when neither pupils nor teachers are present at the school, the school office does not accept applications.

3. 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

§ 43

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 a given area:

1) a threat to pupils' safety arising from the organisation

and conduct of national or international events;

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

3) a threat related to an epidemiological situation;

4) any other extraordinary event threatening the safety or health of pupils.

§ 44

When organising the aforementioned classes, the following may be modified:

1) the weekly scope of teaching content for classes arising from the framework curricula and the weekly scope of teaching content for classes 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 council, may modify the educational and preventative programme.

§ 45

1. Educational activities and the organisation of the school's work 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 conducting 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. The detailed organisation of lessons using distance learning methods and techniques is set out in a separate internal school document (BISG Online Teaching and Learning Policy).

3. 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.

4. The materials necessary for the delivery of lessons are provided to pupils via the Microsoft Teams application in the form of materials for ongoing work sent to pupils during online lessons, lesson materials posted in the FILES folder, or homework materials posted in the ASSIGNMENTS folder;

5. In order to ensure pupils' safe participation in lessons, bearing in mind the alternating use of screen-based and non-screen-based teaching:

a) pupils are 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) pupils must not record images of those taking part in lessons;

e) materials from secure sources must be used.

6. A pupil's participation in remote learning is compulsory. A pupil's attendance at lessons is confirmed by an entry in the Librus electronic register.

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

8. 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 statutes.

CHAPTER 12

ORGANISATION OF THE SCHOOL-BASED CAREER GUIDANCE SYSTEM

1. The in-school career guidance system aims to support pupils and their parents in:

a) choosing an educational pathway;

b) choosing a career in line with their talents and aptitudes;

c) planning their professional careers appropriately;

d) seeking information about the Polish and European labour markets.

2. The Headteacher appoints a teacher to coordinate the in-school career guidance system at the School.

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, within the framework of the curriculum;

c) works together on career guidance with homeroom teacher, teachers, the school counsellor, the school psychologist and the school librarian; d)

assesses pupils' needs for educational and career-related information;

e) advises pupils on planning their education and career;

f) coordinates the information and guidance activities carried out at the School in the field of career guidance.

CHAPTER 13

FINAL PROVISIONS

§ 46

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

2. The School conducts the Year 8 examination in the final year in accordance with the regulations in force.

§ 47

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.

§ 48

1. The governing body of the School is obliged to notify parents (legal guardians), the Pomeranian Superintendent of Education and Gdańsk City Council.

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.

Updated August 2026