



SWISS INTERNATIONAL SCHOOL  
QATAR

# COMPLAINTS POLICY

Staff Incharge	Head of School
Latest revision	August 2024
Approved by	Head of School
Next Revision	August 2025





## Our Vision

SISQ aims to develop learners who are  
**FULFILLED INSPIRED PREPARED**

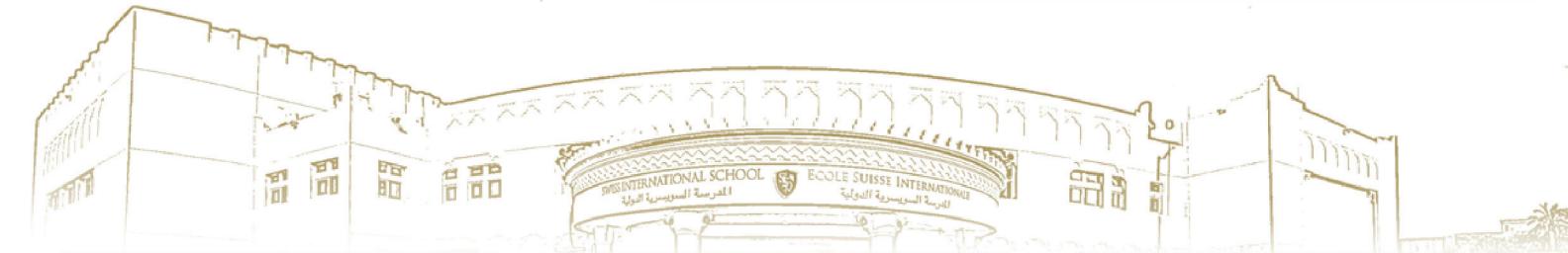
## رؤيتنا

تهدف المدرسة السويسرية إلى تطوير متعلمين  
يتصفون بأنهم

**مُستَعِدون مُلَهَّمون مُشَبِّعون**

## Notre Vision

SISQ encourage les apprenants à devenir  
**ACCOMPLIS INSPIRÉS PRÊTS**



### Our Mission

Through learning that is fun, engaging, holistic, collaborative and caring, SISQ develops students who are:

- Intellectually fulfilled: they find joy in their own learning and the learning of others; they are curious, engaged and passionate about learning.
- Emotionally fulfilled: they are happy with themselves, healthy, balanced and confident.
- Socially fulfilled: they develop meaningful relationships; they are connected to others, the world around them and the environment.

Through learning that is inquiry-based, meaningful, challenging, authentic and innovative, SISQ develops students who are:

- Inspired to keep learning: they are inquisitive, questioning and willing to try new things; they take ownership of their learning and are self-motivated.
- Inspired to share and apply their learning: they can use their learning to improve their lives and the lives of others; they communicate their learning to inspire others.

Through learning that is focused on transferable skills, character, attitudes and dispositions, SISQ develops students who are:

- Prepared for the future: they embrace change and challenge; they adapt to new situations and think creatively to solve complex problems.
- Prepared to lead lives of integrity: they are principled and strong; they have a set of values that guide them when they make decisions.
- Prepared to be good global citizens: they are multilingual, open-minded and multicultural in their outlook; they are courageous, caring and prepared to take action to make their community and the world a better place.

### رسالتنا

من خلال المعاشرة والمشاركة ، والتعاون ، والشمولية والاهتمام ، تعمل المدرسة

- السويسرية على تطوير طلاب يتصفون بأنهم مشاركون ذكيّون ، يجدون الفرح في تعلمهم وتعلم الآخرين : إنهم فضليون ، ويتقنون وتحظّون للتعلم.
- مشبعون من أفسّهم ، يتعلّمون بسعادة بأنفسهم ، يتمتعون بصحة جيدة ، ومتوازنون ، وواقّعون اجتماعاً لهم سعاده.
- مشبعون من أفسّهم : يطّورون لعلاقات ذات مقى : إنهم مرتبطون بالآخرين وبالعالم من حولهم وبالبيئة.

من خلال التعلم الاهداف والقائم على الاستقصاء ، والتحدي والإثمار ، تعمل

- المدرسة السويسرية على تطوير طلاب يتصفون بأنهم ذكيّون لمواصلة التعلم ، فهم فضليون ومتّسّلون ومستعدّون لتجربة
- أشياء جديدة : يتعلّمون بداعم ذاتية.
- ذكيّون لمشاركة ما تعلّموه وتطبّيقه ، يمكنهم استخدام ما تعلّموه لتحسين حياتهم وحياة الآخرين : ينقلون تعلّمهم إلى الآخرين.

من خلال التعلم الذي يركّز على المهارات القابلة للنقل والمهارات الشخصية والمواصفات والسمات تعمّل المدرسة السويسرية على تطوير طلاب يتصفون بأنهم

- مستعدّون للمستقبل يبنّون التغيير والتحدي : يتكفّلون مع المواقف الجديدة ويدركّون بشكل خالق حلّ المشكلات المعقّدة.
- مستعدّون لعيش حياة تتسم بالنزاهة : أصحاب مبادئ أقواء : لديهم حماسة وشغف للقيام التي توجههم عند التزاهة.
- مستعدّون ليكونوا مواطنين عالميين صالحين : فهم متعدّدو اللغات ومتّسّلون ومتعدّدو الثقافات في ظاهرتهم : إنهم شعاعون ومهتمون.
- مستعدّون لاتخاذ إجراءات لجعل مجتمعهم والعالم مكاناً أفضل.

### Notre Mission

Au travers d'expériences d'apprentissage amusantes, intéressantes, holistiques, collaboratives, positives, SISQ encourage les apprenants à devenir:

- Intellectuellement accomplis: ils prennent plaisir à apprendre individuellement et collectivement. Ils sont curieux, intéressés et passionnés par leur apprentissage.
- Emotionnellement aptes: ils savent s'apprécier, ils sont positifs, équilibrés et sûrs d'eux-mêmes.
- Socialement compétents: ils développent des relations significatives avec les autres, ils vivent en harmonie avec les autres, le monde et l'environnement.

Au travers d'un apprentissage centré sur la recherche, significatif, comportant des défis, authentique et innovant, SISQ encourage les apprenants à devenir:

- Toujours prêts à apprendre : ils sont curieux, ils posent des questions et sont prêts à innover, ils sont responsables de leur apprentissage et intrinsèquement motivés.
- Toujours prêts à partager et à appliquer leurs connaissances : capables d'utiliser leurs compétences pour transformer positivement leur existence et celle des autres, ils transforment leurs apprentissages pour inspirer autrui.

Grâce à un apprentissage orienté vers des compétences de transfert, l'édition du caractère, créant des attitudes et une disposition psychologique bénéfiques, SISQ encourage les étudiants à devenir:

- Prêts pour l'avenir : ils acceptent le changement et les défis, s'adaptent à de nouvelles situations et résolvent des questions complexes grâce à leur créativité.
- Déterminés à vivre de manière éthique, ils suivent leurs principes et sont intègres. Leur valeurs les guident dans la prise de décisions.
- En tant que citoyens du monde: ils parlent plusieurs langues, pratiquent l'ouverture d'esprit en se confrontant à de multiples perspectives. Ils sont courageux, attentionnés et prêts à l'action pour transformer positivement leur communauté et le monde.



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SISQ aims to develop learners who are fulfilled, inspired and prepared.

## Our Mission

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- Resolution generally within five working days

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- Resolution generally within ten working days

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- Resolution generally within fifteen working days



## Guidance

Swiss International School is committed to providing our students and families with a positive and enriching experience. We recognise the importance of open communication and value feedback from parents and students. This Complaints Policy is designed to provide a structured and fair process for addressing concerns and resolving complaints.

The complaints procedure at the Swiss International School of Qatar has three stages, to be covered in 28 days, excluding school holidays and weekends, between the complaint being made and the final resolution. Every issue a student/parent has that they are not satisfied with and would like the school to address is seen as a complaint and will be handled in line with this policy. In this regard, the informal stage will likely resolve the vast majority of complaints. Unless the complaint was first made when the learner was still enrolled at the school, the complaints procedure is only for current students.

The school will keep records of complaints resolved at the informal stage for management purposes, for example, to enable patterns or trends to be monitored. A formal written and/or electronic record is kept of complaints made to the school which reach the formal stage. Details will be recorded of:

- whether the complaint was resolved following the formal stage or proceeded to a panel hearing;
- action taken by the school due to the complaint (regardless of whether the complaint was upheld).

All complaints filed with the school and proceeding to the formal stage are preserved on formal paper or in an electronic file. Whether the complaint is upheld or not, specifics such as whether it was settled after the formal stage or went to a panel hearing and the action the School took in response to the complaint will be documented. Records are kept for at least three years.

## Scope

This policy applies to all parents and students of Swiss International School and outlines the procedures to follow when making a complaint.

## Principles

The following principles guide our complaints process:

- **Fairness:** All parties involved will be treated impartially and with respect.
- **Confidentiality:** Information related to complaints will be handled discreetly and only shared with those directly involved in the resolution process.
- **Timeliness:** Every effort will be made to resolve complaints promptly, with clear communication about the expected timeline.

## Constructive Resolution

The aim is to achieve a fair, reasonable resolution in the best interest of all parties.



## Making a Complaint:

If a parent or student has a complaint, they should follow these steps:

### **Stage 1: Informal complaint**

- First, individuals are encouraged to address concerns directly with the relevant teacher or staff member.

#### **Informal complaint (Resolution generally within five working days)**

All complaints may be made on an informal basis initially, verbally or in writing. In many instances, issues will be dealt with straight away. Where further information is required, every effort will be made to make an initial response within 24 hours of the problem being raised.

##### **A- Complaint by a student about a member of staff**

- A direct discussion with the student and Homeroom/Specialist teacher, Grade level lead/Subject lead or Head of Department independently
- A direct discussion with a member of staff followed by a conversation between a member of staff and the student.
- Action on points raised agreed.
- Review situation.

##### **B- Complaints by a student about another student**

- A direct discussion with the student and Homeroom/Specialist teacher, Grade level lead/Subject lead or the Head of Department.
- A direct discussion with other students followed by a conversation between two students.
- Action on points raised agreed.
- Review situation.

### **Stage 2: Formal Complaint**

- If the issue remains unresolved, a formal complaint can be submitted in writing to the divisional Principals or Head of School.

#### **Formal Complaint (Resolution generally within ten working days)**

Where the complainant is not satisfied with the response of the School, through the procedures outlined above, they may register a formal complaint. This should be done in writing to the Grade level lead, the Subject lead, or the Head of Department, including divisional Principals.

The Grade Level Lead, Subject Lead or Head of Department will meet with the complainant as soon as possible to discuss the matter and, if possible, reach a resolution at this stage. It may be necessary to carry out further investigations. The Divisional Principal and/or Head of School will keep written records of all complaints and meetings held concerning them.

Once the course is satisfied with all the relevant facts, a response to the complaint will be made. The complainant will be informed in writing within ten working days: the nature of



the response will depend on the nature of the complaint, but it will always give a judgement whether and to what extent, if at all, the complaint is justified and reasons; the response may include actions which the School intends to take or a decision. A complainant who is not satisfied should proceed to the next stage.

## Formal Complaint Submission

Complaints should be submitted in writing via email. The complaint should include:

- A clear description of the issue.
- Any relevant supporting documentation.
- Details of any previous attempts to resolve the matter informally.

## Investigation

Upon receiving a formal complaint, the school will:

- Acknowledge receipt of the complaint.
- Conduct a thorough and impartial investigation.
- Communicate the findings and proposed resolution to the complainant.

There are certain circumstances when a complaint may progress to this stage directly, in instances of bullying, discrimination, harassment or other instances of serious misconduct.

In the event the complaint is against the Head of the School, the Board of Directors will deal with the formal stage. The complaint can be addressed directly to [bd@sisq.qa](mailto:bd@sisq.qa).

## Stage 3 - Independent Resolution - Panel Hearing (Resolution generally within fifteen working days)

If Stage 2 has not resolved a complaint satisfactorily, the complainant should write to the Head of School within five working days, requesting a hearing before the complaints panel, who will acknowledge the letter of complaint. The date of the receipt of the letter will be taken as the start of this stage of the process.

### At this point, the School will

- a. Assemble a panel that includes the Head of Operations & Finance, a Program team member, and one or two panel members who are not involved in the School's day-to-day operations. Finding a panel and deciding a mutually convenient time for everyone might take longer than expected. It might be necessary to change the timeline in this circumstance. The panel hearing will proceed without the complainant in attendance if the school has made a reasonable effort to schedule a hearing date and students have yet to cooperate or be able to agree on one.
- b. Write a note to the complainant offering the panel chair's contact information and extending an invitation to attend the panel hearing with a witness, if desired.
- c. Ensure the panel has the authority to reach conclusions and offer suggestions and that the minutes and suggested courses of action are preserved for a period of three years.
- d. Make that a copy of the panel's conclusions and recommendations is:
  - i. given to the complainant and, if applicable, the individual about whom the complaint was made; and



- ii. accessible for the owner and the Head of School to view on the School's property.
- e. Ensure all communications, declarations, and documentation concerning specific grievances are confidential.
- f. Keep a record of any steps the School has made in response to the panel's conclusions.
- g. Endeavour to finish this step of the process in 15 working days or less.

## Contact Information

For complaints or further information regarding the complaints process, please contact [info@sisq.qa](mailto:info@sisq.qa) or our emergency WhatsApp number at +974 5573 6985.

This policy is designed to ensure a fair and transparent process for resolving concerns within the Swiss International School community.

## Monitoring and reviewing the policy

The school will periodically review the complaints policy to ensure its effectiveness and make any necessary improvements.