



Grievance policy for students and their families

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1.0. Rationale

Rationale for the Grievance Policy

At Mahindra International School, we believe that fostering strong, positive relationships among students, parents, and the school community is fundamental to creating a supportive and enriching learning environment. As an IB continuum school, we are committed to open communication, transparency, and trust. We recognize that, despite our best efforts, challenges and concerns may arise. In such instances, it is essential that students and parents know where to seek support, how to voice their concerns, and what steps will be taken to address them fairly and constructively.

Our grievance policy is guided by the core values outlined in our mission statement—to foster responsibility, celebrate diversity, and inspire learning. By establishing a clear and accessible process for addressing concerns, we empower our students and families to engage in meaningful dialogue and collaborate on solutions that reflect our shared commitment to respect, equity, and integrity.

A positive and constructive partnership between the school, students, and parents/guardians is essential in fulfilling our mission. Most concerns can be resolved efficiently when the person responsible is informed promptly. Effective communication enables teachers, staff, and administrators to take appropriate steps toward resolution. To maintain a culture of mutual respect, all interactions should be conducted in a thoughtful and considerate manner. This policy serves to strengthen positive, open, and collaborative partnerships between parents, faculty, and staff.

Through this policy, we aim to:

- **Encourage open and respectful communication** to ensure concerns are addressed in a timely and transparent manner.
- **Promote a culture of problem-solving and shared responsibility**, ensuring that all voices are heard and valued.
- **Provide clear steps for resolution**, offering students and parents the support they need to navigate concerns effectively.
- **Reinforce our commitment to diversity and inclusion**, respecting different perspectives while striving for equitable outcomes.

By embedding these principles into our approach to grievances, we create a school culture where all members of our community can engage in constructive conversations, strengthen relationships, and contribute to a positive and inclusive learning environment.

2.0. Concerns vs complaints: Understanding the difference

In our learning community, we recognize the importance of clear communication channels for addressing issues that arise. These general channels have been defined in our [“Lines of communication.”](#)

Understanding the distinction between concerns and complaints helps ensure that matters are addressed through the most appropriate and effective channels, leading to timely and satisfactory resolutions. Our commitment to maintaining a supportive and transparent environment means we take all feedback seriously, whether presented as concerns or formal complaints.

Concerns

A concern is an expression of worry or doubt over an issue for which reassurance is sought. Concerns are typically less formal matters that can be resolved through direct communication with relevant staff members. These issues often involve day-to-day matters, questions about a student’s progress, our pedagogical approaches or personal experiences that can be addressed through collaborative dialogue and informal discussion with teachers or staff members. We encourage addressing concerns promptly through informal channels as outlined in our [“Lines of communication”](#), as this approach often leads to relatively timely, collaborative resolutions that maintain positive relationships within our school community. When raising a concern, individuals can speak directly with the relevant teacher or staff member to seek clarification or resolution.

Complaints

A complaint is a formal expression of dissatisfaction about actions taken or a lack of action by the school. Complaints typically involve more serious or persistent issues that have not been resolved through informal channels (Lines of communication). These matters require a formal process, including a written statement, and may relate to the school's operation, specific departments, individual staff members, or the delivery of school programs. Complaints follow a structured resolution process and may involve multiple levels of staff in the investigation and resolution phases. Valid complaints may be submitted by parents, legal guardians, **or students**. The formal complaint process ensures thorough investigation, documentation, and fair resolution of serious matters while maintaining accountability and transparency throughout the process.

3.0. How to raise a complaint

[Complaints Process](#)

This document outlines a clear and structured grievance process for all stakeholders, including parents, students, and staff, to address complaints effectively. The procedure is designed to ensure that complaints are handled fairly, transparently, and in a timely manner.

Step 1: Initial Resolution

- **Communication Methods:** Complaints are made in writing to a member of the ALT.
- **Acknowledgment:** The school will acknowledge receipt of the complaint within 2 working days. Additional time may be required to gather further information.
- **Preliminary Meeting:** A meeting may be held to clarify the nature of the complaint and to determine the desired outcome.
- **Resolution:** The staff member addressing the complaint will take appropriate action and aim to resolve the issue within 10 working days. The outcome will be provided to the complainant.

Step 2: Escalated Complaint

- **Referral:** If the complaint is unresolved, it will be escalated to the Director for an investigation.
- **Acknowledgment:** The Director will acknowledge the complaint within 2 working days and may refer it to another senior staff member.
- **Investigation:** The Director or designate will conduct a thorough investigation, speaking with the complainant and relevant parties.
- **Decision:** The Director will communicate the decision in writing, including reasons and any proposed actions, usually within 7 working days.

Step 4: External Complaints (if necessary)

- If the issue remains unresolved after the panel hearing, the complainant may escalate the matter to the board

Documentation & Follow-Up

- **Record Keeping:** The school will maintain a written record of all complaints and actions taken, in accordance with privacy and data retention policies.
- **Learning from Complaints:** The Senior Leadership Team will review complaints to identify areas for improvement and ensure follow-up actions are implemented.

Conclusion

This grievance process is designed to ensure that all complaints are taken seriously and addressed in a constructive manner. Stakeholders are encouraged to engage in open communication and to seek resolution through the outlined steps.

4.0. The IB, CIS, and NEASC

MIS is accredited by the Council of International Schools (CIS) and by the New England Association of Schools and Colleges (NEASC). It is authorized by the International Baccalaureate (IB) for our three programmes (PYP, MYP, and DP). In this section, we go over the way these three organisations can help in terms of complaints and grievances.

It is important to note that none of these accrediting bodies can be contacted to raise issues about the school if these issues haven't been previously addressed through the internal school channels and raised with the school Director.

1. The IB

For issues related to teaching quality or other services provided by the school, the IB can be contacted directly following instructions provided on the [Complaints about IB services](#) page of the IBO website.

If you have concerns regarding academic integrity that could compromise the integrity of IB examinations and assessments, please report them directly to the MIS IB coordinator. If your concerns involve malpractice by the school or an individual associated with it, violating IB rules and regulations and potentially impacting the integrity of IB examinations and assessments, you may report it directly to the IB. For more details on what can be reported and how to submit a report, please refer to the [Academic Integrity Concerns section](#) of the IB website.

2 CIS and NEASC

CIS and NEASC do not have the authority to mediate or resolve individual disputes between students, parents/guardians, and the school, nor can they investigate matters involving legal action or cases under investigation by law enforcement, government agencies, or other regulatory bodies. However, the accreditation agencies will review complaints against a member school if there is evidence of a systematic breach of their accreditation and membership standards. For more details on their complaints policies, scope, and procedures, please visit:

- [CIS Complaints Procedure](#)
- [NEASC Complaints Procedure](#)

Diploma Programme Enquiry upon results

IB Enquiry upon results

In both the MYP and the DP, there are processes in place to allow students and their families as well as teachers to investigate grades obtained at external examinations. All these enquiries will be conducted by the programme coordinator. The table below lists the different categories of enquiry available.

| IBMYP | IBDP |
|---|---|
| <p>Category 1 re-mark: Re-mark of externally assessed on-screen examinations for an individual student</p> <p>Category 1 report</p> <ul style="list-style-type: none"> • Stage 1: Return of externally assessed material from a single on-screen examination for an individual student • Stage 2: Report on a category 1 re-mark for an individual student <p>Category 2: Return of externally assessed material from a single on-screen examination for all students</p> <p>Category 3 remoderation: Remoderation of marks for internally assessed and moderated subjects</p> | <p>Category 1 re-mark: The re-mark of externally assessed material for an individual student</p> <p>Category 1 report: A report on a category 1 re-mark for an individual student</p> <p>Category 2A: The return of externally assessed material by component for all students</p> <p>Category 2B: The return of externally assessed material by subject/level for an individual student</p> <p>Category 3 remoderation: The remoderation of marks for IA by subject/level</p> |
| <p>Please note that the outcomes of enquiry upon results requests are communicated only to the MYP and DP coordinator. A fee is payable for each of the above categories (except when a grade is changed as a consequence of a category 1 re-mark). The categories for enquiries upon results are normally independent of each other and may be requested in any order up to 15 September (for DP) and 15 October (for MYP) , two months after the issue of results. However, a request for a category 1 report must be preceded by a category 1 re-mark, and must be requested within one month of receipt of the result of the category 1 re-mark. None of the above categories can be requested more than once for the same subject</p> <p>(Ref- DIPLOMA PROGRAMME ASSESSMENT PROCEDURES 2025 MIDDLE YEAR PROGRAMME ASSESSMENT PROCEDURES 2025)</p> | |

5.0. Adhering to school values of respect and integrity

MIS acknowledges the right of students and parents to voice concerns and lodge complaints. All complaints will be addressed professionally and promptly, as outlined in the procedures above. When complaints become unreasonable, excessive, or disrespectful, we address these issues according to our school values. This ensures that everyone involved remains respectful and the process stays constructive. We will define the actions to take when complaints are not aligned with our standards of respect and integrity, which are as follows:

Lack of Specificity: complaints that are vague or unclear, without specific details or examples of the issue at hand.

Failure to Follow Established Procedures: Complaints raised without first addressing the issue through the proper communication channels.

Frequent or Repetitive Complaints: complaints about the same issue that has already been addressed and resolved, without any new evidence or reasoning to justify reopening the matter.

Unrealistic Expectations: complaints demanding outcomes that are not reasonable or aligned with school policies or procedures.

Disregard for School Values and Respect: complaints made in a disrespectful or dismissive tone that do not align with the school's values of mutual respect and constructive dialogue.

Anonymous Complaints: Complaints made anonymously without offering any means of follow-up or clarification, making it difficult for the school to address the concern effectively.

In these instances, the school reserves the right to:

Request More Details: If a complaint is unclear, the school may ask for specific information before proceeding.

Redirect the Complaint: If the proper procedures aren't followed, the school may direct the complainant to the correct process or staff member.

Close Repeated Complaints: If a complaint has been resolved before, the school may close it unless new information is provided.

Set Boundaries on Unrealistic Requests: If a complaint asks for something unreasonable, the school may explain why it's not possible and offer alternatives.

Limit Communication: If a complaint is disrespectful, the school may set expectations for more respectful communication going forward. This could include designating a single point of contact at the school to manage all future correspondence.

Cease contact: to end contact with the complainant if they are deemed to be harassing, aggressive, or abusive. This might include restricted access to the MIS campus.

Ignore Anonymous Complaints: The school may not address anonymous complaints that lack follow-up information or evidence

Complaint Handling and Privacy Assurance

We aim to address genuine concerns and maintain a positive school environment. The Director will provide the Board with a summary of complaints before each meeting. All complaints will be handled confidentially, with data stored securely and shared only with relevant staff.

Works Cited

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