

IB COMPLAINTS PROCEDURES

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Contents


IB mission statement.....	3
School mission statement.....	3
IB learner profile	4
Aim and purpose of the document	5
WHAT IS A COMPLAINT/CONCERN?	5
WHO CAN COMPLAIN/CONCERN?	5
What the IB complaints procedure does not cover?.....	5
IBO standards and procedures.....	7
PROCEDURE FOR COMPLAINT.....	7
Complaints from Staff.....	9

IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

School mission statement

Druga gimnazija Sarajevo teaches and encourages students to learn, nurture their talents and apply them to various challenges of today. It introduces young people to a rich world of friendship, tolerance and intercultural understanding, while guiding them to think critically, be just and socially responsible



The graphic features a silhouette of a person's head in profile, facing right. The interior of the head is filled with a word cloud of the 10 IB Learner Profile attributes: INQUIRERS, KNOWLEDGEABLE, OPEN-MINDED, REFLECTIVE, PRINCIPLED, COMMUNICATORS, RISK-TAKERS, CARING, BALANCED, and THINKERS. The words are in various colors and sizes, arranged to fit the shape of the head. To the right of the head is a circular logo with the text 'THE IB LEARNER PROFILE' around the perimeter and a smaller silhouette of the head inside.


IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Aim and purpose of the document

It is the intent of Druga gimnazija Sarajevo (in the following text: School) to foster an effective pathway for clear communication with the parent community and all stakeholders. The School believes that concerns from parents/guardians, students or third parties about activities or actions of the school should be resolved quickly, if parents and students have a complaint, they can expect it to be resolved according to the established procedure.

All members of the School welcome open dialogue motivated by a sincere desire to improve the quality of our programmes. We value communication with our parent community and wish to continue to develop a more effective partnership with our parents and other stakeholders.

This procedure distinguishes a concern or difficulty that can be resolved informally from a formal complaint that requires further research. The following procedures are flexible and can be adapted to individuals as needed in cases and their circumstances.

This document explains that procedure, and the steps that it outlines should be referred to and followed by all students and their parents whenever an issue arises that causes them concern. If it becomes necessary to alter the time limits and deadlines set out within this procedure, you will be advised accordingly, given an explanation and provided with revised timescales.

If you have any questions or complaints, we would like to hear about them as soon as possible so they can be resolved to the satisfaction of individuals and the community. We prefer if complaints can be dealt with in an informal and friendly manner by the individuals involved(Table 1 - attachment.).

WHAT IS A COMPLAINT/CONCERN?

A complaint is any expression of dissatisfaction or disquiet which may be about an action taken or a lack of action and which threatens the security and welfare of the school and its routines.

A concern may be defined as ‘an expression of worry or doubt over an issue considered to be important for which reassurances are sought’.

All queries from parents of registered students shall be treated as complaints.

Any complaints/concerns from parents/legal guardians related to any schools’ policy or other decisions related to School, the IB Programmes (MYP/DP), and/or related policies shall be processed in accordance with the following procedure.

WHO CAN COMPLAIN/CONCERN?

Complaints shall be received from registered students and their parents and members of staff.

What the IB complaints procedure does not cover?

1. Complaints about decisions made by IB World Schools

The IB delivers its programmes through relationships with independent IB World Schools.

IB World Schools are responsible to their governing bodies for decisions relating to the implementation of the programmes they are authorized to offer. The school is regularly evaluated to ensure we continue to meet IB requirements.

The IB is unable to consider or resolve complaints raised by students, parents or guardians, or school employees in relation to services or decisions made by IB World Schools acting within their areas of responsibility. These include employment disputes between IB World Schools and their employees.

IBO asks schools to inform students and their parents and guardians about their internal complaints procedures.

When IBO is unable to consider concerns as complaints under this procedure, in situations where they relate to programme implementation decisions made by schools, they will advise the appropriate colleagues for information. When appropriate, matters may be raised with IB World Schools.

As far as possible, the IB will treat any information provided sensitively. However, in order to follow up on a concern, we may need to disclose information, including to the relevant IB World Schools, where appropriate.

The IB website includes information about how the IB handles feedback about schools we are unable to consider under the complaints procedure.

2. Requests for the re-marking of Diploma Programme or Middle Years Programme work; appeals against examination results or questions about other assessment decisions

Separate procedures govern requests for re-marking IB assessment material. These procedures are set out in the General Regulations applicable to IB programmes.

All requests for the re-marking of work, appeals against examination results or other assessment decisions must follow the procedures outlined in the assessment procedures available to IB World Schools. The relevant IB coordinator will be able to provide further information.

3. No appeals are allowed regarding the selection, work and decisions of expert committees appointed by the IB World Schools Teachers' Council.

4. Decisions relating to candidacy or the authorization of IB World Schools.

5. Initial concerns about (i) the quality of Professional Development workshops or (ii) the completion or certificate eligibility requirements for Professional Development workshops. Separate procedures enable participants to raise initial concerns with us.

6. Concerns raised by IB Educators related to their contractor status and where separate contractual procedures apply.

7. Other matters the IB considers to be outside its mandate to investigate or is unable to make a determination upon.

IBO standards and procedures

Purpose 1.2: The school develops a mission, philosophy and/or strategy that includes a holistic approach to education that goes beyond academic development and encourages awareness beyond the individual and the immediate community. (0101-01-0200)

Leadership 4.3: The school captures and uses data that informs the quality of the implementation of the programme(s). (0201-04-0300)

Student support 3.4: The school promotes open communication based on understanding and respect. (0202-03-0400)

Student support 5.2: The school provides meaningful opportunities for legal guardians to contribute to the development and support of its programme(s). (0202-05-0200)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)

Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)

PROCEDURE FOR COMPLAINT

Anyone with a concern is encouraged to discuss the matter with the person involved as soon as possible to prevent issues escalating.

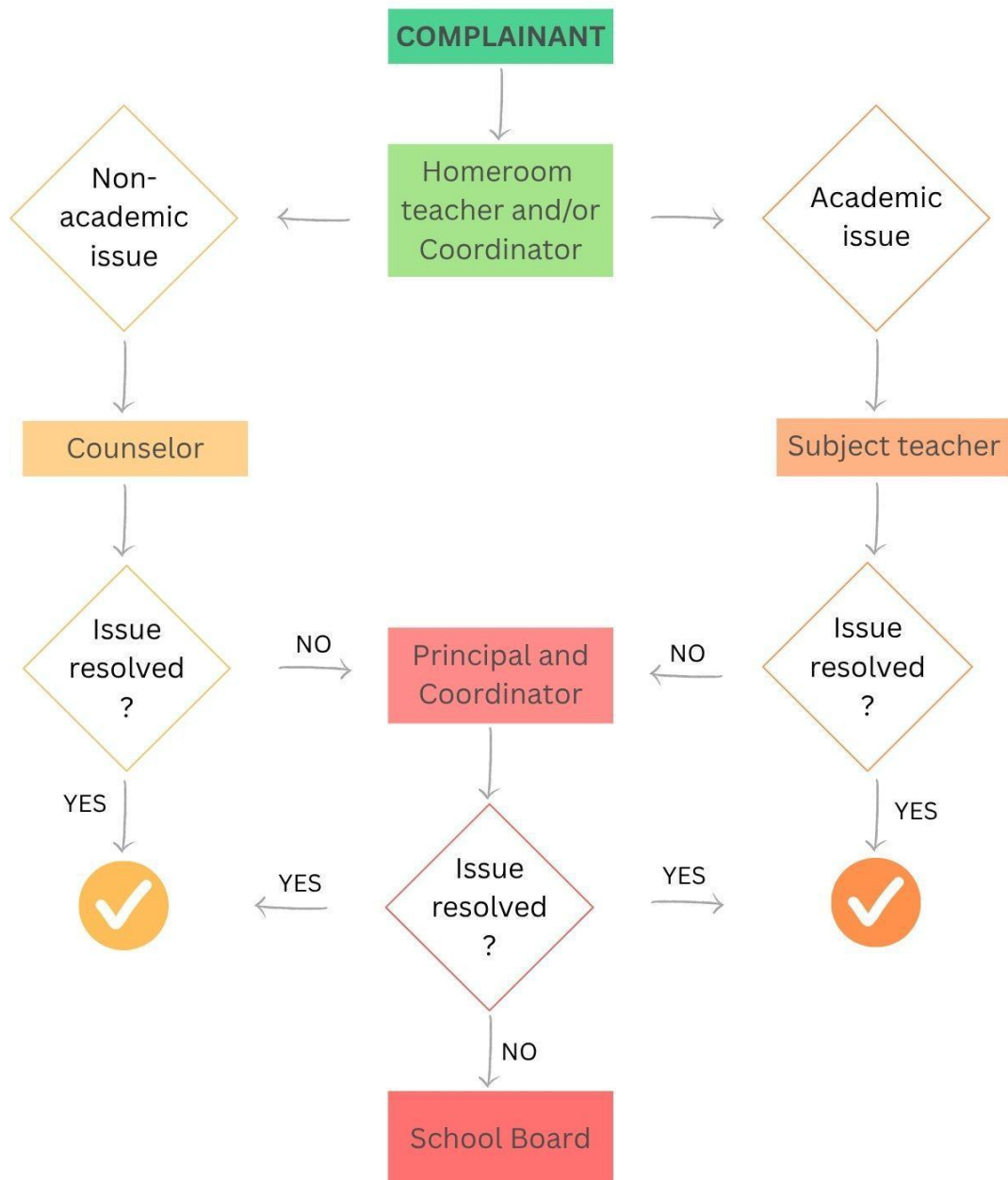
All matters should be treated **informally** when they first arise if it is appropriate to do so. In the event that a concern is not fully resolved, a **formal** complaint may be made by the individual(s) concerned.

Any concern or question by the **parent/guardian or student** (complainant) shall first be addressed by an email with the homeroom teacher and/or coordinator with the purpose of resolving the matter informally. The homeroom teacher and/or coordinator will reply in writing as appropriate within five working days (holidays and weekends excluded) after receipt of the email with a solution.

If the issue is not resolved with an informal conversation or email, and the complainant chooses to pursue the matter further because it has not been resolved to his/her satisfaction, a formal complaint form (please find the form in the attachment of this document) must be filled and the meeting will be arranged with the complainant and the teacher/staff member.

To enable the IB school to handle your complaints effectively, we ask that you follow the procedure defined below.

School complaints hierarchy flow



Academic Issues: Parents of registered students with any complaint about their child's academic progress or learning should first register it with their child's homeroom teacher; then follow the procedure provided.

Non-academic Issues: If a parent has a complaint that is non-academic in nature (behaviour, health, wellbeing and or other specific circumstances) the issue should be registered first with their child's homeroom teacher; then follow the procedure provided.

Complaints from Staff

All complaints from staff members must be lodged first with their Programme Coordinators. If the staff is not satisfied with the way the matter is handled, the matter can be referred to the Principal/Head of School who is mandated to resolve the matter within the stipulated time frame for complaints. In cases where a matter is not satisfactorily resolved by the Principal/Head of School, the complaint can be forwarded to the School Board if a reasonable resolution is not reached to the satisfaction of both parties.

Complaints from Administrative Staff

All complaints from Administrative staff members should be raised with the Principal/Head of School for immediate discussion. In the event that the staff is dissatisfied with the decision reached by the Principal/Head of School, the complaint can be forwarded to the School Board if a reasonable resolution is not reached to the satisfaction of the concerned parties.

Recording Complaints

To prevent any later challenge or disagreement over what was agreed upon, all complaints must be properly documented. Teachers, Homeroom teachers, Counselors and Programme Coordinators must take notes of all complaints from students and staff in their logbooks. Complaints from parents and other parties must be recorded in a book template kept in the custody of the Programme coordinator and/or counselor, according to the matter.

All records must be kept securely by staff members.

Appeal

Complaints that have been attended to by a specified authority may be forwarded to a superior authority if a reasonable conclusion is not reached at any stage in the resolution process.

Once a matter reaches the Board, any decision reached is final and can no longer be appealed; thus all efforts must be made to ensure all complaints are reasonably resolved.

Whom to the contact:

Queries	Whom to the contact	MYP	IBDP
General queries	front office	contact@2gimnazija.edu.ba	contact@2gimnazija.edu.ba
Academic related concerns	Homeroom teacher AND Program coordinators	elvira.kukuljac@2gimnazija.edu.ba	dzevdeta.dervic@2gimnazija.edu.ba
Staff related concerns	Programme coordinations or Head of Schools	elvira.kukuljac@2gimnazija.edu.ba direktorica@2gimnazija.edu.ba	dzevdeta.dervic@2gimnazija.edu.ba direktorica@2gimnazija.edu.ba
Other relevant issues	Counselor	denisa.kovacevic@2gimnazija.edu.ba	denisa.kovacevic@2gimnazija.edu.ba

Publication and revision

This policy will be published on our school website and is available on ManageBac.

This policy is revised annually in a process that includes all school stakeholders.

Appendix

Complaint Form

Please complete and return to the homeroom teacher and coordinator who will acknowledge receipt and explain what action will be taken.

Your name:
Sudent's name (if relevant):
Your relationship to the student (if relevant):
Address: Telephone number:
Please give details of your concern, including whether you have spoken to anybody at the school about it.
What actions do you feel might resolve the problem at this stage?
Are you attaching any paperwork? If so, please give details.
Signature: Date: