

STATUTE

POLISH BRITISH ACADEMY



2024/2025

Legal authority:

1. The Act of December 14, 2016 - Educational Law (i.e., Journal of Laws of 2019, item 1148, as amended) together with executive acts,
2. The Act of September 7, 1991, on the education system (i.e., Journal of Laws of 2019, item 1481, as amended) together with implementing acts.

CHAPTER 1

General provisions

§ 1

Name and seat of the School

1. Name of the School - Polish British Academy of Warsaw – further referred to as *School*.
2. The School uses the abbreviated name: Polish British Academy or PBA.
3. The School promotes traditions honouring Jan III Sobieski, the school's patron.
4. Location of the School – address: 75 Wiertnicza Street, 02-952 Warsaw. Additionally, lessons may take place at 43 Wiertnicza Street, 02-952 Warsaw.
5. The School is a non-public facility with the rights of a public school with an entry in the register of non-public schools and facilities under number 154/SPN/17.

§ 2

School Management

The School is run by Eduacademy Prime Sp. z o.o. based at 75 Wiertnicza Street, 02-952 in Warsaw (NIP 9512371371, REGON 368425480).

§ 3

School organisation

1. The School provides classes in a bilingual system.
 - 1) The School may run international units.
2. There are two educational stages during the eight-year school period:
 - 1) First educational stage, covering classes I - III;
 - 2) Second educational stage, covering classes IV - VIII.
3. The School may run reception units.
4. The School is pedagogically supervised by the Mazovian Superintendent of Education.
5. In the last year of education at the School, the Year 8 exam is conducted in accordance with applicable regulations. The Year 8 certificate is proof of completion of a primary school and gives the student the right to apply for admission to a secondary school.
6. Whenever the Statute or other documentation of the School refers to the Regulations, it should be understood as the *Handbook - Przewodnik*.
7. Whenever the Statute or other documentation of the School refers to parents, this should also be understood as legal guardians.
8. The electronic register, Librus, operates in the School.

CHAPTER 2
Aims and tasks of the School

§ 4
School Aims

1. The utmost objective of the educational activity of the School is the comprehensive development of Students.
 - 1) The School fulfils the objectives and tasks specified in The Act of September 7, 1991, on the education system (i.e., Journal of Laws of 2019, item 1481, as amended).
 - 2) The primary objective of the School is to provide education that allows Students to continue their education at the lower-secondary level, as well as to cater for their intellectual and psychophysical development. The School aims to enable Students to obtain the skills needed to exploit knowledge freely, to pursue one's individual interests and to prepare them for active participation in the social life – all of this within conditions respecting the Student's dignity, freedom of opinion and religious beliefs.
2. The School ensures:
 - 1) teaching according to curricula covering the general core curriculum for eight-year Primary Schools extended to include the core British Curriculum,
 - 2) adjusting the teaching content, methods and organisation to the capabilities and psychophysical needs of Students in an individualised manner that takes into account gifted Students and those that require remedial classes,
 - 3) religious tolerance,
 - 4) religion and ethics classes,
 - 5) education and care adequately provided for the developmental level of the Child,
 - 6) the possibility of using the care of a psychologist,
 - 7) safe and healthy work conditions for Students and Teachers at the School,
 - 8) a systematic cooperation between the School and Parents in the fulfilment of educational and teaching objectives,
 - 9) the educational and teaching activity carried out at the School in line with the scientific principles of methodology and pedagogy, the statutory provisions issued by the Minister of Education, and the ideas included in the Universal Declaration of Human Rights and the Convention on the Rights of the Child.
3. The School may operate with an incomplete structure of classes.
4. The manner of fulfilling the tasks of the School regarding optimal conditions for Student development, safety principles and the rules on health promotion and protection, includes the following:
 - 1) allowing Students to maintain the feeling of national, ethnic, linguistic and religious identity, and in particular instilling the principles of respect for the Polish cultural heritage, with an openness to European and world values,
 - 2) providing Students with psychological and pedagogical support,
 - 3) ensuring safe and healthy working, learning, teaching and care conditions,

- 4) enabling Students to develop their interests by adopting an individualised approach during classes, and by their participation in subject-related artistic and sports competitions and interest clubs,
- 5) enabling a full personality development of Students by promoting the reading of books and magazines at the School library, participation in theatre performances and movie screenings,
- 6) enabling Students to develop their sports interests through participation in various sports activities organised at the gym or in other sports facilities,
- 7) caring for Students' safety and health in line with the applicable health and safety provisions.

§ 5

The Reception Unit aims

1. The School runs a reception unit.
2. The objectives of the reception unit include:
 - 1) stimulation and support of the development and education of School Children covered by the obligation of one-year reception preparation, so as to prepare them for Primary School education,
 - 2) cooperation with Parents in matters related to their Children's teaching and education,
 - 3) providing safe and optimal conditions for care and harmonious psychomotor development, learning and education of the Child, respect for their personal dignity, as well as adopting a responsive and subjective approach,
 - 4) providing conditions in which Children with diverse physical and intellectual abilities can play and learn together.
3. The tasks of the reception unit include:
 - 1) planning and implementation of the pedagogical and teaching work, and bearing the responsibility for its quality,
 - 2) implementation of a reception curriculum compliant with the core curriculum for kindergartens and reception units, as well as with the British Curriculum,
 - 3) providing safety and appropriate conditions for children to grow and rest,
 - 4) keeping documentation of pedagogical observations aimed at learning individual capabilities and developmental needs of children,
 - 5) providing children with psychological and pedagogical support according to their identified individual psychophysical needs,
 - 6) enabling children to maintain a sense of ethnic, linguistic and religious identity,
 - 7) conducting an analysis of the child's readiness to take up school education (a reception diagnosis).

CHAPTER 3

School bodies and their competences

§ 6

School bodies

1. The School bodies include:
 - 1) the Director of the School,
 - 2) the Pedagogical Board.
2. The School may create the positions of the Director for Pedagogical Matters (also called the Headmistress), the Deputy Director for Pedagogical Matters and Managing Director.
3. An Association of Parents may function at the School.
4. A Student Council may function at the School.

§ 7

Director of the School, Director for Pedagogical Matters and Managing Director

1. The Director of the School shall be appointed and dismissed by the School Management.
2. The Director of the School:
 - 1) runs the School and represents it,
 - 2) is responsible for the fulfilment of the curricula,
 - 3) is responsible for the recruitment of Teachers of mandatory subjects who possess the necessary qualifications for Public School Teachers,
 - 4) determines the rules of enrolment to the Reception class and Years 1-8,
 - 5) exercises the pedagogical supervision,
 - 6) carries out the tasks related to ensuring safety to Students and Teachers during the classes organised by the School,
 - 7) is responsible for the proper organisation and administration of tests and examinations held at the School,
 - 8) is responsible for developing and implementing the School's educational and preventive programme,
 - 9) may give reprimands to Students,
 - 10) may expel a Student from the School in the events specified in this Statute,
 - 11) may represent the School Management in contracts concluded with Parents for School services,
 - 12) issues opinions on the promotion, granting of awards and imposition of sanctions on Teachers and other employees of the School; decisions of the Director are based on the applicable labour law provisions and internal provisions approved by the School Management,
 - 13) organises and supports the professional development of Teachers,

- 14) supervises the fulfilment of tasks related to professional promotion,
- 15) implements the resolutions adopted by the Pedagogical Board within its mandate,
- 16) issues decisions on exempting a Student from physical education on the basis of a medical certificate,
- 17) issues decisions on exempting a Student from IT or additional modern foreign language classes (details are determined by the School procedure),
- 18) organises a Student's individual course of teaching based on special education needs diagnosis, in agreement with the School Management,
- 19) issues decisions on a Student's individual course of teaching upon obtaining a positive opinion of the Psychological and Pedagogical Clinic and the Pedagogical Board,
- 20) creates conditions for the operation at the School of volunteers, associations and other organisations whose aim is to provide educational activities or to extend and enrich the forms of teaching, educational and care activity,
- 21) announces the text of the amended or new School Statute by virtue of the decision of the School Management,
- 22) performs other tasks resulting from the specific provisions.

3. The Managing Director:

- 1) runs the School and represents it;
- 2) is responsible for the recruitment of Teachers of mandatory subjects who possess the necessary qualifications for Public School Teachers,
- 3) issues opinions on the enrolment of Students to Reception class and Years 1-8;
- 4) carries out the tasks related to ensuring safety to Students and Teachers during the classes organised by the School,
- 5) may represent the School Management in contracts concluded with Parents for School services,
- 6) issues decisions on the promotion, granting of awards and imposition of sanctions on Teachers and other employees of the School based on the applicable labour law provisions and internal provisions endorsed by the School Management,
- 7) takes part in managing of the educational, pedagogical and pastoral matters in relation to all students, and conducts it either through the teachers or directly,
- 8) organises and supports the professional development of Teachers,
- 9) creates conditions for the operation at the School of volunteers, associations and other organisations whose aim is to provide educational activities or to extend and enrich the forms of teaching, educational and care activities,
- 10) can observe classes, participate in meetings of the Pedagogical Board, conduct interviews with Students, parents and other parties of the School.

4. The Director of the School for Pedagogical Matters (Headmistress):

- 1) is responsible for the fulfilment of curricula,
- 2) exercises the pedagogical supervision,
- 3) convenes the Pedagogical Board,
- 4) chairs the Pedagogical Board,

- 5) implements the resolutions of the Pedagogical Board within its mandate,
- 6) is responsible for the proper organisation and administration of tests and examinations held at the School,
- 7) oversees and manages the educational, pedagogical and pastoral matters in relation to all students, either through teachers or directly,
- 8) is responsible for developing and implementing the School's educational and preventive programme,
- 9) may expel a Student from the School in the events specified in this Statute,
- 10) issues opinions on the promotion, granting of awards and imposition of sanctions on Teachers and other employees of the School,
- 11) supervises the fulfilment of tasks related to professional promotion,
- 12) issues decisions on exempting a Student from physical education on the basis of a medical certificate,
- 13) issues decisions on exempting a Student from IT or additional modern foreign language classes (details are determined by the School procedure),
- 14) within 30 days of the receipt of recommendations (issued by an inspector) he/she is obliged to notify:
 - a) the body exercising pedagogical supervision of the manner of implementation of the recommendations,
 - b) the School Management of the received recommendations and the manner of their implementation,
- 15) runs the School and represents it,
- 16) issues opinions on the recruitment of Teachers of mandatory subjects who possess the necessary qualifications for public School teachers,
- 17) determines the enrolment of Students to Reception class and Years 1-8,
- 18) may represent the School Management in contracts concluded with Parents for School services,
- 19) supports the professional development of Teachers,
- 20) issues decisions on a Student's individual course of teaching upon obtaining a positive opinion of the Psychological and Pedagogical Clinic and the Pedagogical Board,
- 21) supports the operation at the School of volunteers, associations and other organisations whose aim is to provide educational activities or to extend and enrich the forms of teaching, educational and care activities.

5. The Deputy Director for Pedagogical Matters (Deputy Head):

- 1) represents the school as a substitute for the School Director in the scope entrusted for representation,
- 2) organises and supervises the fulfilment of duties and manages the work in the areas entrusted by the School Director,
- 3) performs other duties entrusted by the School Director,
- 4) the decision of the Deputy Head may be appealed against to the School Director.

§ 8

Pedagogical Board

1. The Pedagogical Board is composed of all pedagogical employees of the School, regardless of their working time.
2. Meetings of the Pedagogical Board are convened by the Director for Pedagogical Matters prior to the beginning of the School year, in each semester with regard to the classification and promotion of Students, after the end of annual didactic classes and at their own initiative or at the request of one-third of the Pedagogical Board members.
3. The Chairperson of the Pedagogical Board is the Director for Pedagogical Matters.
4. The Director (or an appointed person) notifies all members of the Pedagogical Board of the date and agenda of the Board meeting.
5. Meetings of the Pedagogical Board are organised after regular School classes.
6. The opinions and decisions of the Pedagogical Board are issued in the form of resolutions adopted by a simple majority of votes in the presence of at least one-third of its members. In the event of a tie vote, the Director for Pedagogical Matters decides on approving or rejecting a resolution.
7. The Pedagogical Board determines *The Pedagogical Board Regulations* that are adopted by a resolution.
8. Minutes of Pedagogical Board meetings are taken in compliance with the provisions of *The Pedagogical Board Regulations*.
9. The School Management and the Managing Directors may be present at the meetings of the Pedagogical Board.
10. In view of the best interests of the Children and their Parents, the Pedagogical Board members are obliged not to disclose the issues discussed at the meeting.
11. The scope of competences of the Pedagogical Board includes:
 - 1) approving the School's educational and prevention programme,
 - 2) adopting *The Pedagogical Board Regulations*,
 - 3) approving the School work plans,
 - 4) approving the results of classification and promotion of students,
 - 5) adopting resolutions on innovations and pedagogical experiments at the School,
 - 6) establishing the organisation of professional development of Teachers,
 - 7) expressing opinions on the internal regulations of the School,
 - 8) giving opinions on applications, proposals or organisation of the School educational timetable,
 - 9) determining the manner of using the findings from the pedagogical supervision, including the pedagogical supervision exercised over the School by the competent body, so as to improve the operation of the School,
 - 10) the Chairperson of the Pedagogical Board provides the Board twice a year with the general findings from the pedagogical supervision over the School and information on the School activity.

§ 9

The Association of Parents

1. The Association of Parents is an advisory and opinion body that may be appointed by the general meeting of Parents.
2. The representatives of other bodies of the School may be invited to participate in the meetings of the Association with an advisory vote.
3. The Association may, at its own initiative or at the request of other School bodies, submit applications and opinions concerning all matters related to the School to the Pedagogical Board or the Headmistress.

§ 10

The Student Council

1. Every student at the school is a member of the Student Council.
2. The Student Council is the body that represents the students' community. The rules for the selection and operation of Student Council are specified in *The Student Council Regulations*.
3. *The Student Council Regulations* may not be in conflict with this Statute.
4. The Student Council may submit conclusions and opinions to the Pedagogical Board and the Director, in particular on the implementation of the Student's fundamental rights.

§ 11

Resolving internal School conflicts and disputes

1. Each of the School bodies may act and take decisions freely within the limits of their competences specified herein.
2. The School bodies are obliged to exchange information on matters related to School life on an ongoing basis.
3. The Director of the School is responsible for ongoing exchange of information on the current and planned actions and decisions between the School bodies.
4. Any disputes between the School bodies are resolved within the School amicably through the mutual involvement of members of individual bodies and an open exchange of opinions.
5. Detailed rules for resolving conflicts and disputes are specified in *The Rules for Resolving School Conflicts and Procedures for Dealing with Difficult Situations*.

CHAPTER 4

Rights and obligations of the Student

§ 12

Student's rights

1. The Student is entitled to:

- 1) learn in conditions respecting their personal dignity and beliefs,
- 2) an appropriately organised learning process, in line with the principles of healthy intellectual work,
- 3) become aware of the curriculum, its contents, objectives and requirements,
- 4) an open and explicit assessment of their behaviour and progress in learning,
- 5) respect for their privacy and personal integrity,
- 6) develop their interests, abilities and talents,
- 7) express their ideas and views in a polite way with respect for others' dignity; free expression of their views and beliefs, in particular those related to the School life, as well as the religious and worldview related, if they do not infringe personal interests of others,
- 8) submit complaints to the Main Teacher or Director for Pedagogical Matters in the event of violation of their rights,
- 9) develop their interests, abilities and talents in subject-related and interest clubs functioning at School,
- 10) the protection of their personal data (health-related information, results of psychological tests, family information – material and social status)
- 11) equal treatment,
- 12) respect for their rights resulting from the provisions of the Statute and School internal regulations.

§ 13

The responsibilities of the Student

1. The responsibilities of the Student include:

- 1) compliance with the provisions of the Statute and School internal regulations,
- 2) active participation in all regular classes and systematic preparation for them,
- 3) attending all lessons and being punctual,
- 4) excusing absences:
 - a) each absence is excused by the main teacher upon a written request from the child's Parents who are obliged to notify the reasons of the child's absence within 14 days,

- b) in exceptional situations Parents may exempt their child from participation in physical education classes by providing the subject or class teacher with written information sent on Librus including the reasons for exemption. The total duration of such exemption may not exceed four physical education classes and three classes at the swimming pool per semester.
- 5) taking care of the School's good reputation and respecting its property,
- 6) compliance with the order of the School, taking care of our own safety and health and of the others,
- 7) compliance with the principles of a coexisting culture with respect for members of the School community and outside the School,
- 8) systematically studying at home,
- 9) participation in examinations and tests,
- 10) participation in external English language exams
 - a) exams in Year 3 and Year 7 are compulsory for the Students, in other years only willing Students take the examinations,
 - b) the Student does not have to take the exam if they have a certificate confirming passing the Cambridge English exam: YLE Flyers (Year 3) or Preliminary English Test (PET).
- 11) complying with the strict ban on using mobiles and electronic devices during educational classes, except for justified situations when the teacher agrees to such use. Detailed rules are specified in the *School Regulations*.
- 12) compliance with the absolute prohibition of:
 - a) theft,
 - b) drinking alcohol,
 - c) drug use and smoking regular or electronic cigarettes within and outside the School,
 - d) distribution of drugs or other means of intoxicants that can change consciousness,
 - e) arbitrary leaving of classes,
 - f) possession or distribution of materials, objects and publications promoting violence, pornography and hatred;
 - g) harassment, indecent behaviour, cyberbullying, bullying, violence, vandalism and destruction of own or other people's property, vulgarity, humiliation, cheating, insulting School employees and other behaviours commonly considered inappropriate.
 - h) wearing School uniform as described in this Statute (p.2)

2. It is the School policy that all Students wear the School uniform understood as "outfit and hairstyle." The principle of wearing school uniform is understood as wearing a specific school outfit and a neat hairstyle:

- 1) at School we acknowledge: casual attire, the outfit for physical education classes, sports competitions, gala uniform, School representation uniform,
- 2) Casual attire includes the following:
 - a) neat trousers, knee – length shorts, leggings. The required colour is navy blue or

- black, with no holes or fade marks and extravagant cuts,
 - b) School skirt, School dress with the School logo,
 - c) white, navy blue, black tights or knee-highs,
 - d) changeable shoes, worn only at School, safe, flat (without heels or wedges), comfortable, no bright colours or fashionable styles,
 - e) School polo shirt with short / long sleeves with a School logo, pullover or sweatshirt with School logo.
- 3) the outfit for the physical education classes, sports competitions, etc., includes:
- a) School tracksuit consisting of navy blue trousers and sweatshirts with the School logo or School sports shorts,
 - b) PE T-shirt with School logo,
 - c) changeable sport shoes.
- 4) Gala uniform, is a formal uniform worn during School ceremonies, competitions, exams and other occasions specified by the School, which includes:
- a) white School shirt with the School logo,
 - b) School sweater with the School logo,
 - c) navy blue or black neat trousers, knee – length shorts or leggings, without fade marks, holes or extravagant cuts,
 - d) white, navy blue, black tights or knee-highs,
 - e) safe, flat (without heels or wedges), navy blue or black, comfortable, shoes without bright colours or fashionable styles,
 - f) School tie or bow tie.
- 5) School representation uniform, compulsory during sport events, which includes:
- a) School shirt with the School logo, name and number of the Student,
 - b) School shorts,
 - c) leggings,
 - d) sports shoes.
- 6) Hair style shall be neat:
- a) long hair should be neatly tied back off the face, accessories within the hair such as: hairpins, headbands, should be barely visible (no headbands with large bows, sequins or animal ears etc.);
 - b) no extravagant haircuts/styles, including dyed hair.
- 7) Students should not wear ostentatious and costly jewellery to School, except for small earrings or delicate chains.
- 8) Students should not wear makeup or manicure to School.
- 9) The last Friday of each month is called Freaky Friday, and on this day Students do not need to wear School uniform specified in p. 2.
- 10) In the absence or incomplete School attire:
- a) the Student's parent receives relevant information,
 - b) the Student receives a negative warning entered in Librus, which affects the behaviour grade.

§ 14

Expulsion from the School

1. The Student may be expelled from the School:

1) for the failure to fulfil the responsibilities of the Student included in:

a) the School Statute - specified i.e. in § 13.1 .11.,

b) *School Regulations*.

2) if a Student displays a disrespectful approach towards Teachers, class Teachers or other School employees, violates the bodily integrity and personal dignity of another person at the School premises and outside, utters punishable threats towards other Students, Teachers and School employees personally or through various means of media,

3) if parents, while filling in the application form, conceal their child's illness which makes it impossible for the child to function in a group or which poses a threat to the safety of other Students,

4) in the event of lack of cooperation between the pedagogical staff and the Parents as regards to solving any problems that may arise in the process of the child's education,

5) if the parents act to the School's detriment or if their actions harm the School's reputation,

6) if the parents fail to comply with the payment conditions specified in the educational services agreement for more than 30 days. The final decision to expel the Students is made after a previous written reminder about payment is issued, and then after a letter is sent by mail or e-mail calling for payment of the tuition, and when there is still no payment within 7 days of its delivery.

7) if parents disrupt the School work and proper course of classes or exhibit unacceptable behaviours that are not in accordance with generally accepted social norms towards other parents, Students or School employees.

2. The Director has the right to expel a child from the list of Students of the Reception unit on the written, motivated request of the main teacher, if the further stay of the child threatens the health or life of other children or their own, and there are no other pedagogical measures to be taken.

3. The decision to expel the Student is made by the Director for Pedagogical Matters or Managing Director. The Pedagogical Board may give their opinion on whether a child should be removed from the list of students.

4. The decision to expel the Student from the School or the reception unit is an administrative decision taken under the Administrative Code and can be appealed by the affected Student or their parents to the Superintendent of Education in Warsaw via the Director for Pedagogical Matters within 14 days of its receipt.

5. The parents are responsible for any material damages caused by their child's insubordination and they shall repair such damages or cover the costs of repairs.

6. If the promotion to a higher grade is not obtained, the Student may repeat the class at the School only if there is a place in the lower class.

CHAPTER 5

Assessment, classification and promotion of Students

§ 15

Assessment objectives

1. The objectives of an assessment are to:
 - 1) gain information about the Student's educational achievements,
 - 2) inform the Student about the level of their educational achievements and progress in this area,
 - 3) motivate the Student for further work,
 - 4) help the Student in planning their own development,
 - 5) provide parents with information about the Student's progress, difficulties and special abilities,
 - 6) enable teachers to improve the organisation and methods of didactic and educational work.
2. The following components are assessed:
 - 1) the academic achievement,
 - 2) behaviour.

§ 16

Educational requirements

1. Formulation of educational requirements:
 - 1) At the beginning of the School year, no later than September 20th, Teachers inform Students and parents about the educational requirements related to the teaching material, methods of checking the Students' achievements and assessment criteria Parents are informed about the requirements at the first meeting in a given School year.
 - 2) The main teacher informs Students about the behaviour assessment rules during the first lesson with the Students, and Parents are informed at the first meeting in a given School year.
2. Assessment transparency:
 - 1) Marks are known to both the Students and parents,
 - 2) Students and their Parents are provided with marks via the *Librus*,
 - 3) once assignments are checked and marked, the Student may consult them during classes,
 - 4) at the parents' request any written assignments that have been checked and marked as well as other assessment-related documentation are made available to the Student and parents according to the rules below:
 - a) assessment graded as fail or low pass are always forwarded to Students,

- b) assessments above the acceptable mark are made available at the request of the Student or parent,
- c) making the assessment available is understood as providing the Student with a copy or sending a copy via the Librus,
- d) parents are able to view their children's written assessments during individual meetings with a teacher.

5) The teacher justifies the established assessment to:

- a) the Student during the lesson,
- b) the parent on a written request which is sent by the parent via Librus within 72 hours after an assessment is issued.

6) Reducing requirements:

- a) in cases specified in the legal Acts, every teacher adapts educational requirements to the individual needs of each student (physical, developmental and psychophysical).
- b) on the basis of a written opinion from a public Psychological and Pedagogical Counselling Centre, the teacher is obliged to adapt educational requirements with respect to a given Student who has been diagnosed as having specific difficulty in learning.
- c) a Psychological and Pedagogical Counselling Centre may issue an opinion for a Student on specific difficulties in learning, not earlier than after completion of the third year of education and not later than by graduation from the Primary School.
- d) the Director for Pedagogical Matters exempts the Student from performing specific physical exercises at physical education classes on the basis of an opinion on limited ability to perform the relevant exercises by the Student issued by a physician for a period specified in this opinion.
- e) the Director exempts the Student from physical education, computer or ICT classes on the basis of an opinion on the lack of possibility to attend such classes by a given Student, issued by a physician for a period specified in this opinion.
- f) If the period of exemption from physical education classes, computer or ICT classes makes it impossible to determine the mid-year or end-year classification mark, there is the word "exempted" written in the documentation on the course of education.

§ 17

Types of assessment

1. While studying at school, the student receives the following grades:
 - 1) current;
 - 2) classification: mid-year, annual, and final.
2. Preliminary assessment of the Student's development and their abilities:
 - 1) is carried out at the beginning of the School year,

- 2) provides information about individual possibilities and level of physical, social and emotional development of the student and the level of development of cognitive and motor functions, conditioning the achievement of successes in School education,
 - 3) is the basis for the teacher's work system to ensure each student's maximum development;
3. Current evaluation:
- 1) takes place every day during School lessons,
 - 2) constantly informs the student about their behaviour and progress,
 - 3) is a verbal assessment motivating activity and effort, clearly indicating achievement,
4. The mark entered in the *Librus* electronic journal is considered to be given to the student's parents.
5. When issuing marks in physical education, DT, music and art, particular attention should be paid to the effort placed by the student in fulfilling the obligations arising from the specificity of these subjects.

§ 18

Assessment criteria

1. The student's individual capabilities in various didactic situations are assessed. These include:
 - 1) skills and knowledge acquired in the teaching and learning process,
 - 2) regularity of student's work,
 - 3) activity,
 - 4) ability to present knowledge,
 - 5) ability to cooperate in a group.
2. Ways to collect student information:
 - 1) entry in Librus,
 - 2) report,
 - 3) assessment sheet,
 - 4) tests kept at School until the end of the School year, i.e. until August 31st.
3. Forms of checking students' knowledge and skills:
 - 1) verbal statements,
 - 2) written work in the classroom,
 - 3) activity during the lesson,
 - 4) other forms of activities.

§ 19

Descriptive assessment

1. Descriptive assessment is issued to students in Years 1-3 in all subjects, and to students in Years 4-8 within the English programme.
2. Descriptive assessment specifies the student's progress, eliminates comparison and selection, educates an open, creative, independent and responsible attitude.
3. Descriptive assessment allows parents a better understanding of how the child functions in School and in the classroom, informs about the development and specific skills and programme requirements. It indicates the direction of possible additional work with the child.
4. Teachers are obliged to inform parents, at least once during each semester, about the progress, achievements and effort of their children.
5. Assessments of achievement in each subject (“Achievement”) are announced in Librus together with numerical assessments proposed and anticipated before the end of the first and second semesters.
6. A descriptive assessment is presented in a report twice during the School year:
 - 1) mid-year classification assessment in the middle of the School year (January / February) - summarises the student's educational achievements from the educational classes defined in the School's curriculum and the student's behaviour assessment. It is given to parents during the term meeting. Absent parents may collect the report from the main teacher or school office; reports cannot be collected by students.
 - 2) annual classification assessment (June) - at the end of the School year, summarises educational achievements from educational activities and the student's behaviour in a given School year and determines one annual classification grade from educational classes, as well as behaviour. Assessment for the student in Years 1-3 is entered on the School Certificate and passed on to the students during The End of the School Year Ceremony. Descriptive assessment of the English programme in Years 1-8 is written in the form of a report and is given to the students during The End of the School year Ceremony.

§ 20

Assessment criteria in Years 1-3

1. In grades I–III, the teacher gives ongoing descriptive grades. They are more detailed than the midterm or annual grades, which just summarise a student's six-month or year-long work. Their purpose is to advise parents and students on the child's areas of strength and areas for improvement.
2. In grades I - III, ongoing assessment uses descriptive assessment and graphic and text markings in the form of stamps supplemented with teacher comments:

Accepted stamp designations:

Excellent - the work was carried out flawlessly, carefully and in accordance with the instructions,

Good job - the work is done well, with minor errors,

Keep trying - the work is done partially correctly, requiring additional consolidation,

Needs improvement - the work contains a large number of errors, requiring correction, repetition and memorization of the material.

Additional stamps in written assignments: Making progress, Pay more attention and Focus.

3. In order to prepare students for the assessment system in KS2, i.e. in Years 4-8, the following grades will be introduced in the second semester for Year 3 students:

A+ excellent, wspaniale

A very good, bardzo dobrze

B good, dobrze

C satisfactory, podejmuje próby

D needs improvement, wymaga pracy

A+ is awarded to a student who:

- has knowledge and skills that go far beyond the curriculum of the subject in a given class, independently develops his or her own talents;
- is fluent in using acquired knowledge to solve theoretical or practical problems from the curriculum of a given class;
- achieves success in subject competitions, sports competitions and others.

A is awarded to a student who:

- has fully mastered the scope of knowledge and skills specified in the curriculum of the subject in a given class;
- uses acquired knowledge efficiently, independently solves theoretical and practical problems included in the curriculum, is able to apply acquired knowledge to solve tasks and problems in new situations.

B is awarded to a student who:

- has mastered the knowledge and skills specified in the curriculum in a given class;
- applies knowledge correctly, and solves typical theoretical or practical tasks independently.

C is awarded to a student who:

- has difficulties in mastering the knowledge and skills specified in the curriculum,
- solves (performs) typical theoretical or practical tasks of medium difficulty, sometimes with the help of a teacher.

D is awarded to a student who:

- has not mastered the knowledge and skills specified in the curriculum;
- solves theoretical and practical tasks of low difficulty, most often with the help of a teacher.

4. The following percentage is used to grade long and short tests as well as any examinations in the second term of Year 3:

100% A+

86% - 99% A

80% - 85% B+

66% - 79% B

60% - 65% C+

59% - 41% C

40% - 0% D

§ 21

Behaviour Assessment criteria in Years 1-3

1. The behaviour assessment is a descriptive one and takes into account the functioning of the student at School and out-of-School environment, respecting the principles of social coexistence and generally accepted ethical standards. When determining the student's behaviour, the teacher considers the following:
 - 1) compliance with the social rules and norms,
 - 2) fulfilment of the student's duties,
 - 3) good manners,

- 4) preparation for classes,
 - 5) compliance with the Teacher's and other School staff's instructions,
 - 6) counteracting the negative behaviour of other students,
 - 7) respect for one's own property and of the others,
2. The student's behaviour at School and during organised trips outside the institution are assessed. In Years 1-3, the mid-year and annual behaviour assessments are descriptive.

§ 22

Reward and disciplinary system in Years 1-3

1. Exemplary behaviour is appreciated and rewarded by entering positive notes in Librus.
 - 1) the student receives a positive remark in particular for:
 - a) selfless help,
 - b) participation in work for the School and the local environment,
 - c) charity work,
 - d) volunteering,
 - e) defence of the victim,
 - f) responding to acts and torts.
2. Neutral comments are written in Librus for positive and negative deeds and behaviours that do not qualify for positive or negative remarks, but are required to be noted e.g. good work during the lesson, talking during the lesson, etc.
 - 1) Based on positive and neutral remarks, the Main Teacher rounds the mid-year and annual classification assessment of the Student's behaviour to a full mark.
3. The student receives a warning for incorrect behaviour: either an oral reminder or a negative entry (so-called 'Uwaga') in Librus. In the event of breaking school regulations, the negative entry (so-called 'Uwaga') is entered directly into Librus without prior warning.
4. The negative entry (so-called 'Uwaga') is entered into the Librus electronic journal after three verbal warnings. In the event of breaking school regulations, the negative entry (so-called 'Uwaga') is entered directly into Librus without prior warning.
 - 1) the Student is notified of the possible consequences of not improving behaviour,
 - 2) the parent receives information about the warning and why the student received it,
 - 3) in addition to the warning, the teacher may assign the student social work for the School, e.g. help in the canteen, tidying classrooms, additional tasks and written assignments.
5. Ten negative warnings result in depriving the student of any School privileges. School privileges include: disco, lottery, Freaky Friday or class trip.
6. A detailed description of the reward and consequence system is described in the *Internal Behaviour Policy*.

7. For gross violation of the rules, in particular, for non-compliance with the prohibitions set out in § 13 section 1 point 11 of the Statute, the Student may be punished without a warning or remark by receiving:
- a) a reprimand from a Teacher,
 - b) a reprimand from the Main Teacher,
 - c) a reprimand from the Director,
 - d) being expelled from the School.
8. The Teacher's reprimand may be issued to a student who violates school rules by a teacher of the School. Issuing a Teacher's Reprimand is always preceded by consultation with the class teacher. In the event of a difference of opinion, at the request of the Main Teacher, the Teacher's reprimand may be put to a vote during a meeting of the Pedagogical Board, after the teacher requesting the reprimand presents the reasons for his decision to its members. A simple majority vote determines the final outcome in such a situation.
9. At the request of the Main Teacher, the Pedagogical Board may give an opinion on the Main Teacher reprimand given to the student. The final decision to award a reprimand lies with the Main Teacher.
10. At the request of the Director, the Pedagogical Board may give an opinion on the Director's reprimand given to the student. The final decision to award a reprimand lies with the Director.
11. The reprimand of the Main teacher is noted in the mid-year or annual descriptive assessment as:
The student's behaviour violates school rules.
12. The reprimand of the Main teacher is noted in the mid-year or annual descriptive assessment as:
The student behaves inappropriately.
- 1) The official letter with information about the reprimand from the Main Teacher is included in the student's documents.
13. The Director's reprimand is noted in the mid-year descriptive assessment as:
The student behaves reprehensibly.
- 1) The official letter with information about the reprimand from the Director is included in the student's documents.
14. The student who has received a reprimand from the Main Teacher or Director is deprived of the School privilege specified in point 5.
15. Receiving a second Director's reprimand during one School year is an automatic expulsion of the student.
16. From the reprimand of the Main Teacher or the Director, the student and his parents have the right to appeal in accordance with Chapter 6.
17. The Main Teacher or Director reprimand is given to the student in writing in 2 copies. The parent is required to sign the reprimand and return the signed copy to the School within 3 days. In the absence of the returned signed copy or refusal to sign it, the deadline for filing an appeal is counted after 3 business days from the day on which the Student received a copy of written reprimand.
18. If it is not possible to determine the culprit for the situation that in any way violates the rules in force at the school, a group consequence, determined by the Main Teacher and the Deputy Director or the Director for Pedagogical Matters, is permissible.

§ 23

Assessment rules in Years 4-8

1. The assessment of the student's academic achievements is based on and in accordance with the Internal School Assessment System.

2. The School year is divided into two terms:

1) 1st semester,

2) 2nd semester.

3. At the beginning of the School year, no later than September 20th, the teachers inform students and parents about the educational requirements and ways of checking the student's educational achievements. This information is available on the School's website.

4. The mid-year and end-of-year marks are issued on the basis of:

1) current marks issued from various forms of the student's activity: oral and written answers, tests (class works, short tests), engagement, preparation for lessons, keeping notebooks, additional work initiated by the student.

2) marks issued for active participation in lessons and extracurricular activities, e.g.: representing the School in competitions, sports contests, art performances.

5. The student has the right to improve the mark for a test. The teacher enters each improved mark into the register.

6. It is the Student's duty to prepare for the lesson in terms of content and to bring the necessary school supplies and teaching aids.

7. The Student who is absent from the lesson is obliged to complete the backlog and assimilate the issues discussed in class independently or with the help of the Teacher.

8. The annual mark is not an assessment for the second semester. It is determined by the mark for the first and second semester combined.

9. In Years 4-8 of primary School, the level of the student's knowledge and skills acquisition in relation to the educational requirements, is determined by the following marks:

excellent 6

very good plus 5+

very good 5

good plus 4+

good 4

satisfactory plus 3+

satisfactory 3

low pass plus 2+

low pass 2

failed 1

Excellent mark (6) acknowledges a student who:

- 1) masters the full scope of knowledge and skills defined by the curriculum of the subject in a given class, and independently and creatively develops own talents,
- 2) fluently uses the acquired knowledge in solving theoretical or practical problems from the curriculum of a given class, and proposes creative solutions,
- 3) is the winner of voivodeship and above voivodeship competitions, as well as the winner or finalist of the national Olympiad, organised by the Minister of Education.

Very good grade (5) acknowledges a student who:

- 1) masters the scope of knowledge and skills defined by the curriculum of the subject in a given class very well,
- 2) very efficiently uses the acquired information, independently solves the theoretical and practical problems included in the curriculum, can apply knowledge to solve tasks and problems in new situations.

Good grade (4) acknowledges a student who:

- 1) mastered the scope of knowledge and skills defined by the curriculum of the subject in a given class well,
- 2) efficiently uses the acquired information, independently solves the theoretical and practical problems included in the curriculum, and can apply knowledge to solve tasks and problems in new situations.

Satisfactory grade (3) acknowledges a student who:

- 1) masters the scope of knowledge and skills defined by the curriculum of the subject in a given class on a basic level,
- 2) correctly uses the information and solves the typical, theoretical and practical problems with a medium degree of difficulty.

Low pass grade (2) acknowledges a student who:

- 1) has a lack of knowledge and skills defined by the subject curriculum in a given lass;
- 2) solves (performs) theoretical and practical tasks with a small degree of difficulty.

Failed grade (1) receives a student who:

- 1) has not mastered the knowledge and skills defined by the core curriculum of the subject of study in a given class, and the lack of information preventing further knowledge acquisition in this subject,
- 2) is unable to solve (execute) tasks with a small (elementary) degree of difficulty.

10. In years IV - VIII students are tested and assessed on the basis of various areas of their activity. These are:

- 1) verbal answers,
- 2) short tests,
- 3) tests,
- 4) activity, teamwork,

- 5) additional work beyond the coursebook,
- 6) subject notebook,
- 7) participation during lessons
- 8) independent work, e.g.: reports, albums, mock-ups, boards, projects, etc.

11. The short tests cover the material from the last three lessons and do not need to be announced.
12. Tests and class work take place after a certain part of learning (unit). They are announced at least a week in advance and preceded by a repetition lesson.
13. Two tests can take place during the week, however they cannot be taken on the same day.
14. Tests and class work should be checked and marked within two weeks of writing and made available to students. Assessed tests and class work constitute School documentation and are kept until the end of the School year.
15. If the student is absent only on the day of the test, class work or other form of information checking, they are obliged to write it on the next lesson.
16. Tests and class work are compulsory, so if the student cannot write them with the whole class, they pass them in an oral or written form within two weeks, on a date individually agreed on with the teacher.
17. Tests and class work are assessed according to the following percentage conversion:

- 1) 100% excellent 6
- 2) 99%-96% very good plus 5+
- 3) 95%-90% very good 5
- 4) 89%-84% good plus 4+
- 5) 83%-72% good 4
- 6) 71%-65% satisfactory plus 3+
- 7) 64%-53% satisfactory 3
- 8) 52%-46% low pass plus 2+
- 9) 45%-36% low pass 2
- 10) 35%-0% failed 1

18. Percentage criteria for assessing tests, class work and exams for students with a documented education accommodations:

- 1) 100% excellent 6
- 2) 99%-90% very good plus 5+
- 3) 89%-86% very good
- 4) 85%-78% good plus 4+
- 5) 77%-71 % good 4
- 6) 70%-60 % satisfactory plus 3+
- 7) 59%- 46 % satisfactory 3
- 8) 45%-41 % low pass plus 2+

9) 40%-31 % low pass 2

10) 30%-0 % fail 1

19. The level of tests, class work, and exams for students with educational accommodation requirements should be adapted to their abilities.

20. "Fail" and "Needs Improvement" marks from summary work of a specific area can be improved once within two weeks of receiving the first mark.

21. All grades are:

1) compliant with the programme requirements,

2) explicit and written in Librus,

3) clearly phrased,

4) justified.

22. The parents have the right to receive full information on the educational progress of their children.

1) it is the teacher's responsibility to enter grades in Librus,

2) the Student's Parents receive information about the Student's marks through Librus.

23. The proposed semester / annual assessment (including information of an awareness of a "Fail" mark) is shared with the students and recorded in the class register one month before the classification date.

1) the proposed mark may be increased or reduced,

2) at the request of the student or parent, the teacher informs the student about the possible conditions for improving the proposed mark.

24. One week before the final classification, the proposed semester / annual mark becomes a predicted mark.

1) An annual predicted mark is subject to an appeal in line with the "Conditions and procedures for obtaining a higher than expected assessment" specified in this Statute.

§ 24

Behaviour assessment criteria in Years 4-8

1. At the beginning of the School year, the main teacher informs students and their parents about the rules regarding the behaviour assessment.

2. Marks for behaviour:

1) EXCELLENT (6):

a) the student is a role model,

b) fulfils their learning duties in an exemplary manner,

c) always has the necessary School supplies,

d) is systematically prepared for lessons,

e) actively participates in the process of acquiring knowledge,

f) willingly takes part in the life of the class and School,

- g) presents high personal culture at and outside of School,
- h) uses generally accepted forms of politeness and manners,
 - i) cares about the aesthetic and neat appearance - wears a School outfit,
- j) does not use any addictive substances,
- k) follows the teachers' and other School staff instructions,
- l) counteracts the negative behaviour of other students,
- m) respects one's own property and of the others.

2) VERY GOOD BEHAVIOUR (5):

- a) the student prepares for lessons diligently,
- b) always has School supplies,
- c) actively participates in lessons,
- d) participates in the life of the class and School,
- e) uses generally accepted forms of politeness and manners,
 - f) is distinguished by his polite and courteous behaviour in and out of School,
 - g) does not display aggressive behaviour,
 - h) is friendly, tolerant, kind, sensitive to the negative behaviour of others,
 - i) cares for an aesthetic and neat appearance - wears a School outfit,
 - j) does not use any addictive substances,
 - k) respects one's own property and of the others.

3) GOOD BEHAVIOUR (4):

- a) has the School supplies,
- b) in lessons, he maintains a passive attitude,
- c) does not disturb others,
- d) works to the best of their abilities,
- e) participates in the life of the class and School,
- f) uses generally accepted norms,
- g) is distinguished by his polite and courteous behaviour,
- h) does not display aggressive behaviour,
- i) is helpful and friendly,
- j) cares for an aesthetic and neat appearance - wears a School outfit,
- k) does not use any addictive substances,
- l) is not too socially active, does not show their own initiative, but engages in the school life with teachers encouragement,
- j) respects his / her own and other people's property.

4) PROPER BEHAVIOUR (3):

- a) usually has the necessary School supplies,
- b) is passive during classes,
- c) tries to take part in the life of the class,
- d) disturbs the lesson but reacts to the Teacher's comments and improves his behaviour,
- e) can apologise for their negative behaviour,
- f) sees his offences and tries to improve,
- g) behaves correctly towards Teachers and School staff,
- h) does not manifest aggressive behaviour,
- i) wears School uniform,
- j) does not use any addictive drugs,
- k) tries not to harm their own health and others consciously,
- l) does not use vulgar words,
- m) tries not to destroy the School and own property, and repairs the damage done.

5) INAPPROPRIATE BEHAVIOUR (2):

- a) very often does not have School supplies,
- b) is frequently not prepared for the lesson,
- c) cannot apologise for negative behaviour,
- d) does not take part in the life of the class,
- e) disrupts the life of the class,
- f) does not fulfil the obligations imposed by the teacher,
- g) disturbs others, speaks out loud, does not participate during the lesson,
- h) tends to be vulgar,
- i) often does not wear the School outfit,
- j) has a disrespectful attitude towards teachers and other School staff,
- k) destroys the School property.

6) REPREHENSIBLE BEHAVIOUR:

- a) does not have School supplies,
- b) comes to lessons unprepared,
- c) is vulgar and aggressive towards other students and teachers,
- d) disrupts the life of the class, disturbs the conduct of lessons,
- e) satirises, provokes, hits others, abuses physically and verbally other students or teachers,

- f) destroys the School property and the property of others,
 - g) does not wear the School uniform.
3. Assessment of student behaviour is not affected by the learning outcomes obtained by the student.
 4. The behaviour assessment is issued on the basis of:
 - 1) the main teacher's proposal on the basis of marks issued by other teachers during the School year and on the basis of the analysis of warnings entered in Librus,
 - 2) the student's self – appraisal,
 - 3) peer assessment.
 5. The mid-year and end-of-year behaviour mark is issued by the main teacher.
 6. At the student's or parent's request, the main teacher indicates ways to improve the assessment of behaviour.
 7. The Pedagogical Board, upon the main teacher request, gives opinions on the behaviour assessment, while the main teacher decides on the final mid-year and end-year assessment.
 8. The mid-year and annual behaviour classification includes the following basic areas: 1) fulfilling the student's duties,
 - 2) acting in accordance with the good of the School community,
 - 3) caring for the School's honour and traditions,
 - 4) taking care of own safety and health and of the others,
 - 5) dignified, cultural behaviour at School and in public,
 - 6) showing respect to other people,
 - 7) social activity.

§ 25

Reward and Disciplinary System in Years 4-8

1. Exemplary behaviour is appreciated and rewarded by entering positive warnings into Librus.
 - 1) the student receives a positive remark in particular for:
 - a) selfless help,
 - b) participation in work for the School and the local environment,
 - c) charity work,
 - d) volunteering,
 - e) defence of the victim,
 - f) responding to acts and torts.
 - 2) four positive remarks replace 1 negative warning.
2. Neutral Warnings are written in Librus for positive and negative deeds and behaviours that do not qualify as positive or negative warnings, but which require notation, e.g. good work during the lesson, talking during the lesson, etc.
 - 1) On the basis of neutral warnings, the main teacher will round off the semester / annual

classification to a full mark.

3. The student receives a warning for incorrect behaviour: either an oral reminder or a negative entry (so-called 'Uwaga') in Librus.
4. A negative warning is entered in Librus after three verbal warnings.
 - 1) the student is notified of the possible consequences of not improving their behaviour.
 - 2) the parent receives information about the warning and why the student received it.
 - 3) In addition to the negative remark, the Teacher may assign social work to the Student for the School, e.g. help in the canteen, cleaning the rooms, additional tasks and written work.
5. The number of negative warnings received by the student in each month affects the mark for behaviour issued by teachers of specific subjects at the end of the month.
 - 1) Each teacher, before issuing a monthly behaviour assessment, calculates their warnings and bases their assessment on the following scale:
 - a) 1 negative / neutral warning - maximum mark of 4
 - b) 2 negative / neutral warnings - maximum mark of 3
 - c) 3 negative / neutral warnings - maximum mark of 2
 - d) 4 negative / neutral warnings and more - mark 1.
6. Ten negative warnings received cause a lowering of the semester / annual classification by one mark and the student will not be allowed to participate in School privileges (e.g. a disco, lottery, Freaky Friday, class trip, etc.).
7. A detailed description of the reward and consequence system is described in the *Internal Behaviour Policy*.
8. For gross violation of the rules in particular for non-compliance with the prohibitions set out in § 13.1.11 a student may be punished without any warning and receive:
 - 1) the Teacher's reprimand,
 - 2) the Main Teacher's reprimand,
 - 3) the Director's reprimand,
 - 4) being expelled from the School.
9. The Teacher's reprimand may be issued to a student who violates school rules by a teacher of the School. Issuing a Teacher's Reprimand is always preceded by consultation with the class teacher. In the event of a difference of opinion, at the request of the Main Teacher, the Teacher's reprimand may be put to a vote during a meeting of the Pedagogical Board, after the teacher requesting the reprimand presents the reasons for his decision to its members. A simple majority vote determines the final outcome in such a situation.
10. At the request of the main teacher, the Pedagogical Board may make a suggestion towards the Main Teacher reprimand. The final decision to award a Main Teacher reprimand comes from the Main Teacher.
11. At the request of the Director, the Pedagogical Board may make a suggestion towards the Director's reprimand. The final decision to award a Director reprimand comes from the Director.
12. The student who has received a reprimand from the Main Teacher or Headmistress may not participate in School events like a disco, lottery, Freaky Friday or a class trip etc.
13. The Teacher's reprimand decreases the semester / final behaviour mark by one grade.

1) The official letter with information about the reprimand is included in the student's documents.

14. The Main Teacher reprimand decreases the semester / final behaviour mark by two grades.

1) The official letter with information about the reprimand is included in the student's documents.

15. The Director's reprimand decreases the semester / final behaviour mark by three grades.

1) The official letter with information about the reprimand is included in the student's documents.

16. Receiving a second Director's reprimand during one School year leads to expulsion of the student.

17. The Teacher's reprimand, the Main Teacher's reprimands and the Director's reprimand are subject to appeal as stated in Chapter 6.

18. The Teacher's reprimand, the Main Teacher's reprimands and the Director's reprimand are given to the student in a written form in two copies. The parent is required to sign the reprimand and return the signed copy to School within 3 days. In the absence of a return of the signed copy and refusal to sign it, the deadline for filing an appeal is counted after 3 business days from the day on which the Student received a copy of the written reprimand.

19. If it is not possible to determine the culprit for the situation that in any way violates the rules in force at the school, a group consequence, determined by the educator and the deputy director or pedagogical director of the school, is permissible.

§ 26

Rules of classification and promotion

1. The mid-year classification consists of a periodic summary of a student's educational achievements in educational classes defined in the School curriculum and a student's behaviour, as well as in establishing mid-year classification marks for educational classes and a mid-year classification mark for behaviour according to the scale specified in the Internal School Assessment System.
2. Students obtain marks for two curricula, each of them being marked separately:
 - 1) the Polish curriculum is marked according to the Polish guidelines,
 - 2) the English curriculum is marked with a descriptive mark for each subject.
3. The annual classification consists of periodically summarising the student's educational achievements from the educational classes set out in the School teaching plan as well as determining the annual classification marks.
4. The annual classification, as part of the Polish curriculum in Years 1-3 of primary School, consists of summarising the educational achievements of the educational activities and the student's behaviour in a given School year and determining one annual classification mark from educational classes and the annual classification mark from behaviour.
5. If, as a result of the interim classification, it was found that the student's level of educational achievement will prevent or hinder the continuation of education in the programmatically higher class (programmed half-year), the School will, if possible, provide the student with the opportunity to improve the areas of deficiencies.
6. The student may not be classified from one or more educational classes if there are no grounds to establish a classification mark due to the student's absence exceeding half of the time allocated for these classes. In the event that the absences are excused, the student may take a classification exam.
7. The annual (interim) mark assessment from educational classes determined by the teacher, or

obtained as a result of the classification exam, is final and is subject to the situation when the students or his parents raise objections to the pedagogical director, considering that the annual (half-year) classification of educational classes or the yearly classification of behaviour has been determined contrary to the legal provisions regarding the mode of determining this assessment. Objections may be submitted within 3 days from the day of completion of didactic and educational activities.

8. Starting from Year 4 of Primary School, the student, who as a result of annual classification under the Polish curriculum obtained from obligatory educational classes the average marks of 4.75 and at least a very good annual behaviour mark, receives promotion to the higher class with distinction.
9. Starting from Year 4 of Primary School the student, who as a result of annual classification under the Polish curriculum obtained from obligatory educational classes the average marks 5.5 or is the winner of voivodeship and above voivodeship competitions, as well as the winner or finalist of the nationwide Olympiad organised by the Minister of Education and has excellent annual behaviour grade, receives promotion to the higher class with distinction and is awarded the Golden Shield.
10. The student fulfilling the School obligation outside the School, which as a result of the annual classification under the Polish curriculum obtained from the obligatory educational classes an average of marks of at least 4.75, receives promotion to the higher class with distinction.
11. For the student who attended additional educational classes, religion and / or ethics, the average mark referred to in paragraph 8 also includes the annual classification marks obtained from these classes.
12. If the student did not participate in either religion or ethics classes, a line ("religion / ethics -----) should be put on the School certificate.
13. The mark for religion / ethics does not affect the promotion of the student to the next year.
14. The student of Years 1-3 receives a promotion to the higher education class in each School year.
15. In exceptional cases, the Pedagogical Board may decide to retain a student of Years 1-3 on the basis of an opinion issued by a physician or a public Psychological and Pedagogical Counselling Centre and in consultation with the student's parents.
16. At the request of the student's parents and after obtaining the consent of the main teacher, or at the request of the Main Teacher after obtaining the consent of the student's parents, the Pedagogical Board may decide to promote the student in Years 1-2 to the higher - class during the School year, if the level of development and achievements of the student is predicting mastering the content provided in the curriculum of the two classes in one School year.
17. Starting from Year 4, the student receives a promotion to the higher education class, if from all compulsory educational classes specified in the School teaching plan, they obtained annual classification marks higher than the unsatisfactory mark.
18. The winners of voivodeship and above voivodeship competitions, as well as winners or finalists of the all Poland Olympiad, which is organised by the Minister responsible for education and upbringing, will receive from the given educational classes the highest positive annual classification mark.
19. The student who obtained an unsatisfactory mark at the end of the School year from one subject, may take a resit examination without the opinion of the Pedagogical Board.
20. Starting from Year 4, the student who, as a result of the annual classification, obtained an insufficient mark from one of the obligatory educational classes, may retake an exam. In exceptional cases, the Pedagogical Board may agree to the resit examination of two compulsory educational classes.
21. Taking into account the educational capabilities of the student, the Pedagogical Board may once

during a given educational stage promote to the higher class the student who has not passed the retake exam in one of the compulsory educational classes, provided that these classes are in accordance with the school curriculum, carried out in a higher class.

§ 27

Classification examination

1. The classification exams take place on dates set by teachers, but no later than 2 days before the Pedagogical Board's classification meeting.
2. The classification examinations in arts, DT, music, IT and PE are mainly in the form of practical tasks.
3. The classification exam is carried out by a board consisting of:
 - 1) the teacher who conducts the given educational activities as the chairman of the board;
 - 2) the teacher conducting the same or related educational activities.
4. The classification exam is also passed by the student implementing the individual course of study based on separate regulations. The examination is carried out by a committee consisting of:
 - 1) the teacher conducting the same or related educational activities;
 - 2) the teacher conducting the same or related educational activities.
5. The date of the exam is agreed with the student and his parents.
6. The classification exam is also passed by a student who fulfils the Schooling obligation outside the School. The examination is carried out by a board appointed by the Pedagogical Director, which includes:
 - 1) the Director or the teacher appointed by them as chairman of the board,
 - 2) teachers of educational classes defined in the School teaching plan for the appropriate class.
7. If the student is not classified in the course of educational activities in the documentation of the teaching course there shall be "unclassified" entered instead of the classification assessment.
8. The final mark determined by the teacher or obtained as a result of the classification exam is final (with the exception of students who received a failing mark as a result of the classification exam).
9. The insufficient annual classification mark from educational classes determined by the teacher or obtained as a result of the classification exam may be changed as a result of the resit examination.

§ 28

Resit examination

1. The resit exam is in a written or oral form.
2. The resit exams for art, music, DT, IT and PE are primarily in the form of practical tasks.
3. The date of the resit examination is set by the Pedagogical Director prior to the day of completion of the annual didactic and educational activities.
4. The resit examination is carried out by a board consisting of:

- 1) The Director for Pedagogical matters or the teacher appointed by them as the chairman of the board,
 - 2) the teacher who conducts educational activities,
 - 3) the teacher conducting the same or related educational activities.
5. The teacher may be discharged from participating in the work of the board at their own request or in other, particularly justified cases. In such a situation, the Pedagogical Director appoints another teacher to the committee conducting the same educational activities, while an appointment of the teacher employed at another School is in agreement with the Headmistress of that School
6. A report shall be drawn up from the resit examination, containing in particular:
- 1) the name of the educational activities from which the exam was conducted,
 - 2) first names and surnames of the board members,
 - 3) the date of the resit examination,
 - 4) first name and the surname of the student,
 - 5) exam tasks,
 - 6) determined classification mark.
7. The protocol shall include the student's written work, brief information about the student's oral responses and information on the practical task performed by the student. The report is an appendix to the student's assessment sheet.
8. The student who, for justified reasons, did not take the resit examination within the determined period, may take it at an additional date, designated by the Pedagogical Director, but not later than by the end of September of a given year.
9. The student who has not passed the resit exam does not receive promotion to the higher class and repeats the class.
10. The annual classification assessment determined as a result of the resit examination is final.

§ 29

Conditions and procedures of obtaining higher annual classification assessment from educational classes

1. In order to increase the mark from a given subject, the student, after fulfilling the conditions specified in point 4, has the right to take the verifying exam.
2. As a result of the verifying exam the student may obtain a mark higher by one level than the mark received at the end of the School year:
 - 1) from low pass to satisfactory,
 - 2) from satisfactory to good,
 - 3) from good to very good.
3. The very good mark is not subject to the verifying exam.
4. Conditions for applying for an exam increasing the classification grade:

- 1) all excused absences from educational activities in a given subject;
 - 2) presence on all (from the beginning of the School year) class works in the first dates set by the teacher, excluding important random causes;
 - 3) improvement of grades from class work on an ongoing basis; the average of all grades from the tests may not be lower than 0.6 of the grade for which the student is applying.
 - 4) systematic work throughout the School year expressing proper preparation for lessons and activity during classes;
 - 5) presenting a proper attitude to School duties and a positive behaviour of the student
5. The procedure for conducting the exam is increasing the classification grade:
- 1) within three working days from the date of informing about the forecasted classification grades, the parents notify in writing a motivated request for a checking exam to the Pedagogical Director,
 - 2) the subject teacher and the main teacher check the conditions for obtaining the above-mentioned grade by the student;
 - 3) The Director, after accepting the request, sets the date of the examination before the classification board. The exam may take place the day after the parents submit their application.
6. The verifying exam is carried out by a board appointed by the Headmistress. The board consists of:
- 1) the Director as the chairman of the board,
 - 2) the teacher who conducts educational activities,
 - 3) a teacher conducting the same or related educational activities.
7. The protocol is drawn up on the verifying exam including: the members of the board, name and surname of the student, name of the educational activities verified by the exam, date of the exam, examination tasks, the result of the exam and determined classification mark. The protocol also includes the student's written work and concise information on the student's oral responses.

§ 30

Procedures and conditions for obtaining higher than forecasted behaviour assessments

1. The Student and his parents have the right to appeal against the behaviour assessment determined by the main teacher, if in their opinion the mark is underestimated or not in accordance with the procedure.
2. The appeal consideration is conducted upon a written request of the Student or his parents submitted to the Pedagogical Director no later than three days before the teacher's classification meeting.
3. In order to consider the Student's or his parents' request, the Pedagogical Director appoints a committee composed of:
 - 1) management representative as chairman,

- 2) main teacher,
- 3) one additional teacher who teaches a given student.
4. At the request of the Student or his Parents, one of the Parents' Representatives and/or a representative of the Student Council may participate in the work of the committee, without the right to vote.
5. The main teacher presents the justification of the student's behaviour assessment to the Board, in relation to the Behaviour Assessment Regulations.
6. The Board may consult the representatives of the School community.
7. After the recognition of the appeal, the Board may:
 - 1) increase the behaviour assessment;
 - 2) maintain a behaviour assessment determined by the main teacher.
8. The protocol is drawn up of the verifying exam including: the members of the board, date of the meeting, decision of the board resulting from the vote with its explanation on increasing or maintaining the behaviour assessment issued by the main teacher.
9. In the case of an equal number of votes, the chairman's vote is decisive. The protocol is an appendix to the assessment sheet.
10. The student and his parents are notified of the committee's decision by the Pedagogical Director.
11. The annual classification mark determined by the board cannot be lower than the previously determined mark. The behaviour assessment set by the committee is final.

§ 31

Primary School Graduation

1. The student graduates from the primary School if he obtained classification marks higher than the failed mark, as a result of the final classification including annual classification marks from obligatory educational classes obtained in Year 8 and annual classification marks from obligatory educational classes of which implementation ended in lower years.
2. The student graduates from the primary School with distinction if he obtained an average of at least 4.75 and at least a very good behaviour assessment from the obligatory educational classes under the Polish teaching programme as a result of the final classification referred to in paragraph 1.

CHAPTER 6

Procedure for accepting and processing complaints, applications and appeals

§ 32

Accepting complaints and applications

1. Complaints and applications are accepted by:
 - 1) the School Director,
 - 2) School Management.
2. The subject of the complaint may include, in particular, negligence or improper performance of tasks by School staff, violation of the child's personal dignity or the applicant's interests.
3. The subject of the application may regard, in particular, organisation improvement, work improvement and prevention of abuse, protection of property, meeting the needs of School customers in a better way.
4. Complaints and applications may be submitted:
 - 1) in writing to the School office, during the office hours, with confirmation of acceptance by the recipient,
 - 2) by e-mail to the e-mail address of the Director or the School Management
 - a) the addressee confirms receipt of a complaint or application by email within 72 hours,
 - b) in the absence of an email confirming receipt, the applicant contacts the School via the School office to investigate whether the recipient has received the complaint or application,
 - c) via Librus where automatic confirmation of reading the message is immediate.
5. Complaints and applications which are not the competence of our facility shall be forwarded, after prior registration, to the applicant with the indication of the appropriate addressee.
6. The complaint or application shall contain:
 - 1) the title
 - a) "complaint",
 - b) "application",
 - 2) name and surname of the person submitting the complaint or application,
 - 3) date of submission of the complaint or application (in the case of a complaint, a written application),
 - 4) brief description of the case,

- 5) name of the person to whom the complaint is addressed, (in the case of a complaint, a written application)
 - 6) signature of the applicant (in the event of a written complaint or a written application) 7) information whether the answer is to be given via Librus (electronic journal) or sent by post with acknowledgment of receipt.
7. Registering, directing and controlling the implementation of complaints and applications is coordinated by the School secretary who:
- 1) keeps a register of complaints and applications,
 - 2) within three days refers the case to the person appointed to examine it,
 - 3) supervises the timely consideration of complaints,
 - 4) provides applicants with information on complaints and requests with necessary information about the course of the case,
 - 5) enters the date of their settlement.
8. The register of complaints includes the following headings:
- 1) number,
 - 2) date of receipt of the complaint / application,
 - 3) address of the person or institution submitting the complaint / application,
 - 4) information on the subject of the complaint / application,
 - 5) time limit for settling the complaint / application,
 - 6) name and surname of the person responsible for settling the complaint / application,
 - 7) date of settlement,
 - 8) brief information on how the matter is settled.

§ 33

Complaints and applications procedure

1. The complaints and applications shall be settled by the Director after a thorough analysis.
2. The explanation of the complaint / application shall include the following documentation:
 - 1) original complaint / application,
 - 2) supporting material collected during the explanation of the complaint / application:
 - a) statements,
 - b) opinions,
 - c) photocopies of documents,
 - d) excerpts,
 - e) official memos,
 - 3) a reply to the applicant, informing how to resolve the case, sent via Librus (electronic

- journal) or at the request of a parent,
- 4) a letter to the School Management, if necessary.
3. The response to the complaint / application shall include:
- 1) designation of the person from which it originates,
 - 2) comprehensive information on how to settle the matter with reference to all the allegations contained in the complaint/ applications,
 - 3) factual, legal (giving legal basis) justification, if the complaint / application is refused,
 - 4) name and surname, signature and position of the person authorised to settle the complaint.
4. Complete documentation shall be forwarded to the School secretary after the settlement of the case, no later than 7 days after receiving confirmation of receipt of the response to the complaint / application, with a signature in the register of complaints / applications.
5. If recommendations are forwarded to the teacher or other School employee by the person examining the complaint, a copy of this letter should be attached to the documentation. The issued recommendations are carried out by the person who is managing them

§ 34

Deadlines for consideration of complaints and applications

1. The deadline for considering the complaint / application is up to one month from the date of receipt; in the case of a complicated complaint or application, the deadline is up to 60 days.
2. The complaint or application shall be registered in the Register of complaints and applications within 3 working days from the receipt of the document and passed to the Director or the School Management.
3. Up to 14 working days from the receipt of the complaint or application, the School shall:
 - 1) return the complaint or application to the applicant with the indication of the competent authority if the complaint or application was directed to an improper person,
 - 2) send information to the applicant about the postponement of the deadline for settling the complaint or application with the reason, if it is not possible to settle the case within a specified period,
 - 3) request additional information regarding the complaint or application from the applicant,
 - 4) provide an answer if the complaint or application is repeated and the new circumstances of the case are not indicated.

§ 35

Appeals

1. The subject of appeal is an administrative decision or a response to the complaint of the School Director or the School Management as an act resolving the matter on the merits or otherwise ending the proceedings.
2. Appeals are submitted in writing to the Director or the School Management, through the School office, with confirmation of receipt.

3. Appeals against decisions of the Director are submitted to the School Management, through the School office, with confirmation of receipt.
4. The appeal shall contain:
 - 1) date of appeal
 - 2) appellant's data (name, surname, address, student's data, class),
 - 3) appeal body - name of the person to whom the appeal is addressed,
 - 4) indication of the appealed decision (date of decision),
 - 5) data of the authority issuing the decision,
 - 6) indication of the legal basis of the appeal,
 - 7) allegations against the decision.
5. Appeals from the Teacher's reprimand or Main Teacher's reprimand are submitted to the Director within 3 days of receiving the reprimand and forwarded to the Student.
6. Appeals from the Director's reprimand are submitted to the School Management within 3 days of receiving the information on the reprimand and forwarding it to the student.
7. The deadline for considering the appeal is 14 days from the date of receipt. In the case of challenging appeals, the deadline is 30 days.
8. In the case of a complaint or application to the wrong body, within 7 working days the School shall:
 - 1) return the appeal to the applicant with an indication of the appropriate authority,
 - 2) send information to the applicant on postponing the deadline for settling the appeal, stating the reason for the postponement, if it is not possible within a specified period,
 - 3) ask for information on the appeal from the applicant.
9. The decision of the School Management is final.
10. The body examining the appeal may:
 - 1) uphold the contested decision,
 - 2) overrule the decision.

CHAPTER 7

Teachers and other School employees

§ 36

Rights and obligations

1. The rights and obligations of the Teachers and School Staff are regulated by the legal provisions applicable in the Republic of Poland, in particular the Labour Code and the Civil Code, also Terms

and Conditions given with the contract and the School's regulations ("Handbook for Teachers").

2. The Persons Running the School conclude the employment contracts, contracts of mandate, contracts of specific work and cooperation contracts with Teachers and other School Employees, along with a predefined scope of their obligations.
3. The obligations of other School Employees include:
 - 1) performing activities according to the scope of obligations assigned to them and in compliance with the Labour Code and Civil Code provisions,
 - 2) reacting to students' behaviour worth praising or requiring a warning, as well as informing the Student's main teacher or subject teacher about such behaviour,
 - 3) reporting observations concerning Student's behaviour to the Main Teacher or to the Director for Pedagogical Matters.
4. Other School Employees are entitled to:
 - 1) participate in School ceremonies,
 - 2) work in safe and healthy conditions,
 - 3) be remunerated for work according to the rules of remuneration adopted by the School Management.

§ 37

Teacher

1. The Teacher performs teaching, educational and care work; is responsible for the quality and outcomes of the work and for the life, health and safety of students entrusted to them.
2. The obligations of the Teacher include:
 - 1) attention to the quality of teaching and educational- care work,
 - 2) respect for the rules of the school,
 - 3) systematically enhancing and updating their knowledge and professional competences,
 - 4) providing Students with help in overcoming their challenges,
 - 5) applying the principles of impartiality and objectivism in assessing Students,
 - 6) participation in the Pedagogical Board meetings,
 - 7) respecting the culture of co-existence in relations to the members of the School Community in and outside the School,
 - 8) correct and timely School record-keeping,
 - 9) taking care of the workplace and being responsible for the School property entrusted to them,
 - 10) respecting students' rights,
 - 11) reacting immediately to any observed situations or Student's behaviour presenting a risk for their safety,

- 12) paying attention to third persons present on the School premises and asking them to state the objective of their presence, as well as informing the Director for Pedagogical Matters or the Managing Director about the fact,
- 13) informing the Managing Director immediately about any events fulfilling the conditions of an offence or presenting a risk for health or life of the persons present on the School premises

§ 38

Main teacher

1. The Director for Pedagogical Matters places each class of Students under the educational care of one of the Teachers, hereinafter referred to as the “Main Teacher”.
2. The Main Teacher’s tasks include:
 - 1) creating conditions that support the Student’s development, their learning process and preparation for family and social life,
 - 2) inspirowanie i wspomaganie działań zespołowych uczniów,
 - 3) taking care of Students’ health and ensuring their safety,
 - 4) following the educational progress of their Students, as well as ensuring their systematic participation in classes,
 - 5) cooperating with the Teachers teaching in their class by agreeing upon and coordinating the actions taken towards each and every one of their Students,
 - 6) staying in constant contact with Parents,
 - 7) making their Students familiar with the applicable Statute and other regulations.

§ 39

Teacher’s Rights

1. The Teacher is entitled to:
 - 1) be remunerated for work according to the School rules of remuneration adopted by the School Management,
 - 2) apply teaching and educational methods approved by the School Management, including the right to choose handbooks and educational aids together with the Director for Pedagogical Matters,
 - 3) work in safe and healthy work conditions,
 - 4) enhance their professional competences by participating in diverse forms of professional development,
 - 5) decide about the choice of the curriculum, methods, organisational forms, handbooks and educational aids in teaching their subject,
 - 6) decide about the content of the programme of a subject-related or interest club.

§ 40

School Psychologist and Counsellor

1. The School employs a School Psychologist and a School Counsellor.

2. The tasks of the Psychologist include in particular:

- 1) conducting diagnostic tests and activities concerning Students, including diagnosing potential abilities and supporting the Student's strengths,
- 2) diagnosing educational situations in order to support the Student's development, defining appropriate forms of psychological and pedagogical work, including preventive, mediation and intervention measures concerning Students, Parents and Teachers,
- 3) organising and conducting various forms of psychological and pedagogical work for Students, Parents and Teachers,
- 4) minimising the effects of development disorders, preventing behaviour disorders and initiating various forms of educational assistance in the School and Non-School Environment of the Student,
- 5) intervening at times when counselling is immediately necessary,
- 6) supporting Main Teachers, educational teams and other problem and activity-based teams in their activities resulting from the School Educational Programme and the prevention programme, which are referred to in separate regulations,
- 7) supporting the teachers with student guidance in terms of further education and choice of occupation,
- 8) conducting periodic analyses of the educational situation in the School,
- 9) systematic record-keeping of their activity.

3. The tasks of the Counsellor include in particular:

- 1) recognition and analysis of students' educational and behavioural mishaps,
- 2) defining the form of pedagogical and psychological support needed by individual students, including the gifted and talented,
- 3) organising and providing different forms of pedagogical support for teachers and students,
- 4) acting in line with the Pastoral Programme,
- 5) conducting pastoral workshops,
- 6) minimising the effects of development disorders, preventing behaviour disorders and initiating various forms of educational assistance in the School and Non-School Environment of the Student,
- 7) supporting all students, depending on their individual situation,
- 8) supporting students with special educational needs,
- 9) informing students' parents and management, as well as teaching staff about any difficulties or conflicts among students,
- 10) participating in various forms of professional development organised at school and by

school supporting institutions, as well as in training organised on its own initiative outside the school,

- 11) conducting workshops for parents and teachers,
- 12) keeping up to date with the regulations related to pastoral support,
- 13) discussing difficult educational situations with a psychologist, therapist, educator, etc.,
- 14) diligent and reliable management and creation of school documentation related to pastoral matters.

CHAPTER 8

School Organisation

§ 41

School year organisation

1. The School year is divided into two semesters;
 - 1) the first semester (September-January),
 - 2) the second semester (February-June).
2. The beginning and end dates of teaching and educational classes, festive holidays, winter and summer holidays, as well as other School holidays are defined by the School Management, taking into account the provisions on the organisation of the School year in Public Schools.
3. The beginning and end dates of the School year and the winter and summer holidays are compliant with the dates concerning the School year organisation adopted by the Ministry of National Education.
4. The first semester is concluded with the mid-year classification. The second semester concludes with the end-year classification.
5. The School year organisation comprises an allocation of lesson hours for particular Teachers, a weekly list of the lesson hours for particular subjects in classes, the start and end dates of educational classes, the dates of festive holidays and winter and summer holidays.
6. The basic form of the School work is teaching and educational classes conducted in the class-lesson system, five days a week, except for holidays, Saturdays and Sundays.
7. A class hour lasts 45 minutes; however, it can be prolonged to 60 minutes or form a block of classes in justified cases.
8. Classes in Years 0-3 are not subject to the 45-minute time-limit. The time system is adapted by the Main Teacher.
9. An additional foreign language is introduced from the 3rd year.
10. Students attending the classes mentioned in paragraph 9 receive a mark for additional classes on their School Certificates.
11. A school library operates at the School. The library staff cooperate with the teachers employed at

the institution. The rules of using the library resources are listed in the School Library Regulations document.

12. Having completed Year 0 or 3, in Years 1 or 4 Students from parallel units are mixed, and new groups are created. In exceptional situations, class mixing can also take place in other age - groups.
13. Siblings applying for the same unit are divided into two different units, provided the School has two units in a given year.
14. The basic organisational unit of the School is a class, the number of which does not exceed 18 Students.
15. The Director for Pedagogical Matters places each class under the particular educational care of one of the Teachers, called the Main Teachers.
16. The School is open on all School days from 8 a.m. to 6 p.m.
17. The Afterschool Club operates within the School after lessons and provides students with safety under the supervision of a teacher on duty. The Afterschool Club regulations set forth the basic principles of how the club is run.
18. The Student who is at least seven years old is allowed to return home unattended, provided their Parents present written permission. Parents bear responsibility for their Child's unattended return.
19. In case there is a change in the way parental authority is exercised towards the Student, affecting School responsibilities, in particular the possibility of picking up the Student from School, justifying absence or access to Librus, parent or parents are obliged to inform the School immediately in writing, indicating the scope of these changes.
20. If the Student is feeling unwell, they can be released home only if they are picked up by a parent or an authorised adult.
21. Unexcused hours of absence or late arrival have an impact on the behaviour assessment.
22. Parents are obliged to inform the Main Teacher of the Student's absence lasting longer than three days.
23. Parents are obliged to regularly excuse the Student's absence, stating its reason and exact dates.
24. The excuse of an absence should be sent to the Student's Main Teacher via Librus up to 14 days after the end of the absence.
25. In matters regarding the Student, the truthfulness of a Parent is of utmost importance; fabricating the reason for a Student's absence or unpreparedness to the lesson is especially unacceptable.
26. In the absence of the Teacher, classes are held as far as possible on the basis of materials left by the absent Teacher. However, the School has the right to conduct such classes within the specific specialisation of the substitute Teacher.

§ 42

Remote learning

1. In case of critical situations (e.g. the pandemic), the School can implement remote or hybrid learning.
2. The Headmistress is responsible for the organisation of remote learning and their tasks include:
 - 1) setting out the Teachers responsibilities and monitoring their performance,

- 2) informing the Parents (via remote means of communication) about the major changes to the work mode of the School,
- 3) establishing the rules and form of the end of term exams, makeup exams, testing the level of particular skills and deciding on final subject and behaviour grades,
- 4) deciding on the method of documenting the actions of the School,
- 5) cooperation with the Teachers in terms of:
 - a) means of communication with the Students and Parents,
 - b) forms of conveying information and materials required for learning on a particular subject and day,
 - c) methods of monitoring the Students' progress and achievements,
 - d) forms of informing the Students' about their grades and progress made,
 - e) resources needed for teaching and learning, including digital resources for Students,
 - f) the mode of communication between the Student or Parent and the Teacher,
 - g) making changes to the curriculum implementation (if necessary).
3. Remote learning consists of lessons conducted online (in real time), students' independent work with the materials provided by the Teacher and according to their instructions, as well as other forms of learning (workbooks, obligatory reading).
4. The Headmistress and the Teachers agree on the timings of remote learning and communication with the Students.
5. In case a Student cannot take part in lessons conducted online due to objective reasons (lack of Internet connection or necessary equipment), they are obliged to inform the Main Teacher.
6. During remote learning, the Headmistress takes into account the safety measures required for Students online presence and expects Parents' support and cooperation in that matter.
7. During remote lessons, students are obliged to keep their cameras on, in order to verify their attendance and actual participation.
8. Actions within remote learning can be undertaken based on:
 - 1) educational materials from verified educational websites and institutions,
 - 2) integrated educational platform,
 - 3) digital register,
 - 4) email communication,
 - 5) social media, communicators and video conference platforms (with e-safety measures in place),
 - 6) online lessons,
 - 7) TV programmes and radio broadcasts,
 - 8) educational materials uploaded to the school website or Google Classroom,
 - 9) course books and workbooks that are in Students' possession,
 - 10) physical educational materials delivered to the Student,
 - 11) other forms of communication chosen by the Headmistress, with the support of the Managing Director.
9. In case of remote learning implementation, Teachers are obliged to:
 - 1) cooperating with the Headmistress, other Teachers, Students and Parents in order to provide

- sufficient support to meet Students' educational needs, taking into account their physical and mental capabilities,
- 2) fulfilling the educational requirements set within a specific week in agreement with the Headmistress, taking into consideration:
 - a) even distribution of materials over the whole week,
 - b) varying the types of activities happening each day,
 - c) Students' physical and mental capabilities to undertake intensive mental activity each day,
 - d) limitations resulting from the type of particular activities;
 - 3) cooperating with the Headmistress and other Teachers in matters relating to methods of monitoring the Students' progress and achievements and forms of informing the Students' about their grades and progress made,
 - 4) informing the Headmistress (in cooperation with other Teachers) about the resources and materials needed to conduct the activities, including digital materials to be used by the Students,
 - 5) enabling communication between the Student or Parent and the Teacher in the form and dates agreed on by the Headmistress,
 - 6) regular completion of school documentation.
10. In case of remote learning implementation, Students are obliged to:
- 1) logging into the lessons through the means chosen by the School,
 - 2) using the available resources and means of remote communication and organising their individual learning conditions at home,
 - 3) participating in all remote lessons according to the timetable,
 - 4) participating in the lessons using video and audio communication,
 - 5) punctuality,
 - 6) receiving the materials sent by the Teachers,
 - 7) systematic work at home,
 - 8) abiding by the e-safety rules.
11. Students shall sit properly in their chair or sofa during the lessons.
12. Messages that are informal or unrelated to the subject being taught are not allowed in the Classroom Chat and the Student should avoid talking to other household members during the lessons.
13. The Student should not eat during the lessons.
14. Lack of necessary equipment (camera or microphone) should be excused by the Parent. Otherwise, the Student will receive a neutral note on Librus stating unpreparedness to the lesson.
15. A teacher has the right to remove a student from their lesson when the student is not responsive and has their camera and microphone switched off. Such a situation will result in an absence of the student (in Librus) and will be followed by a message to parents.
16. Use of mobile phones during the lessons is not permitted.
17. Playing with toys and pets is forbidden during lessons.
18. It is forbidden to use the communication platforms against the law, including:
- 1) copying anyone's image, recording or sharing the materials presented by the teacher,

- 2) using artificial names, plagiarism, sending assignments of logging in from accounts other than the one used for such purposes,
 - 3) sharing login information set by the School with anyone from outside the School.
19. In case of remote learning implementation, Parents are obliged to make regular contact with the Teachers, using the digital register regularly and checking emails sent by the School.
20. In case Parents cannot receive the materials prepared by the Teachers due to health or technical reasons, they are obliged to inform the Teacher via email or Librus register.

§ 43

Organisation of PFL and EFL classes

1. The school organises additional classes in Polish (Polish as a Foreign Language), hereinafter referred to as PFL, and English (English as a Foreign Language), hereinafter referred to as EFL.
2. PFL classes are mandatory for foreign-language students whose limited knowledge of the Polish language makes it difficult to communicate, understand, and effectively use it during classes conducted at school in Polish.
3. EFL classes are compulsory for students whose limited knowledge of English makes it difficult to effectively participate, understand, and communicate during lessons taught at school in English.
4. Teachers teaching particular subjects, in particular teachers of Polish or English, based on their observations, indicate students who need support in these languages.
5. Following diagnostic testing, PFL or EFL teachers determine the range and duration of the student's class enrollment. They retest their language proficiency after finishing the scheduled programme and determine whether to terminate, modify the number of hours, or carry on with the same schedule.
6. PFL/EFL teachers work closely with subject teachers to determine students' needs and the scope of material to be covered.
7. Parents of students participating in PFL or EFL classes receive a report from the teacher, which contains information about the child's learning progress and suggestions for the next stages of learning.
8. Detailed rules regarding EFL and PFL lessons are included in the PFL / EFL Class Regulations.

§ 44

Organisation of a Reception unit

1. The basic organisational unit is a unit comprising Children of a similar age, taking into account their needs, interests, and talents, as well as type and degree of disability.
2. A class hour in the Reception unit lasts 30 minutes.
3. The classes taught in the Reception unit are documented pursuant to separate provisions.
4. The work in the Reception unit is organised in line with a framework day schedule as established by

the Director for Pedagogical Matters upon a request of the Pedagogical Board, taking into account the healthcare and occupational safety and health rules and the Parents' expectations. The framework day schedule comprises the following weekly proportions of the organisation of time during which Children are present in the Reception unit:

- 1) at least one fifth of the time is spent on playing - during this time, Children play freely, with a limited participation of the Teacher;
- 2) at least one fifth of the time is spent in the School garden, on the pitch, in the park or on a trip - the teacher organises plays and physical games, sport activities, observations of nature, clean-up and garden work;
- 3) a maximum of one fifth of the time is spent on various educational classes taught according to the selected Reception curriculum;
- 4) according to the needs, the rest of the time is spent on:
 - a) performing activities of the Teacher's choice - such activities include care, self-service, organisational activities,
 - b) providing psychological and pedagogical care,
 - c) remedial classes for disabled children.

§ 45

Recruitment

1. Registering candidates takes place throughout the year.

1) An enrolment is considered to be the return of the child's application form to the School.

2. Supplementary recruitment takes place throughout the whole School year if there are free places.

3. The Director for Pedagogical Matters appoints the Enrolment Team.

4. Recruitment lasts from January until the end of March of the same calendar year in which the Child starts education.

5. Participation in the recruitment process is payable. Information on the payment:

- 1) is available on the School website;
- 2) is provided by the HR and Admissions Coordinator.

6. The rules of enrolment:

1) Reception unit:

- a) Parents submit an application form in the School office or by e-mail,
- b) Parents participate in an enrolment meeting led by the School Director or School employee appointed by the Director,
- c) the Child comes for a trial day or multiple trial days in the current Reception unit; during that time, they are assessed based on their adaptation abilities, language skills and emotional maturity allowing them to enter an international environment,

- d) in case of children coming from a preschool different than Kids' Academy, their main teacher's or psychologist's written opinion is required;

3) Year 1:

- a) Parents submit an application form in the School office or by e-mail,
- b) Parents participate in an enrolment meeting led by the School Director or School employee appointed by the Director,
- c) the Child comes for a trial day or multiple trial days in the current Reception unit; during that time, they are assessed based on their adaptation abilities, language skills and emotional maturity allowing them to enter an international environment,
- d) the Child takes a school readiness and English language skills test, led by the Enrollment Team,
- d) in particularly justified cases, the School Director may admit the Student on the basis of a test written outside the School;

3) Years 2 - 8:

- a) Parents submit an application form in the School office or by e-mail,
- b) promotion confirmed by the last School report confirming or Parents' statement,
- c) Parents participate in a meeting concerning the enrolment, led by the Headmistress of the School,
- d) in particularly justified cases, the School Director may admit the Student on the basis of a test written outside the School,
- e) participation of the Student on trial days or days during which their level of knowledge and skills is checked in relation to the class to which they apply,
- f) the Child's subject knowledge and English language skills are tested by the Enrollment Team;

7. The dates of meetings with the Director of the School and the Enrolment Team are defined by the School office.
8. The School first provides a place for the siblings of students attending the School or siblings attending the Kids 'Academy Kindergarten and their Students from the Kids' Academy Kindergarten,
9. The decision on the Student's acceptance is made by the Director for Pedagogical Matters on the basis of the opinion of the Enrolment Team and the results of the tests.
10. After receiving the confirmation that their Child is accepted, the Parent concerned is obliged to sign a contract for the provision of educational services with the School within the dates stated in the contract.
11. In the event of registering more children than the limit of places, a waiting list of candidates for individual classes for a given School year is created.
12. The School reserves the right not to accept a candidate who holds a certificate for the need of special education if the School is unable to provide the Student with a special organisation of study and working methods or to organise revalidation classes.
13. The School may refuse to admit the Student without providing a reason.
14. The School does not issue written or oral opinions regarding the skills of the candidates.

§ 46

Contact with the School

1. Polish British Academy of Warsaw has obtained free access to the Google Workspace for Education platform.
2. Due to the above, Parents or legal guardians who signed the contract with the School as their chosen education provider, will obtain a new email address within the “pbaw.edu.pl” domain, used for all School communication.

§ 47

Extracurricular activities

1. The school may organise extracurricular activities.
2. The Teacher who conducts the extracurricular activities beyond the time of didactic classes bears responsibility for the classes.
3. The Teacher preparing extracurricular activities is obliged to receive permission from the Director for Pedagogical Matters as regards to their dates and programme.
4. If any activity is conducted outside the premises of the School and its closest environment, it is necessary to fill in a trip chart. An approval of a trip chart by the Director for Pedagogical Matters:
 - 1) is equivalent to authorisation for holding activities outside the premises of the School;
 - 2) does not apply to compulsory classes conducted outside the School premises, e.g. physical education.

§ 48

Safety Rules

1. The physical and psychological safety of Students present in the School during obligatory and extracurricular classes falls under the responsibility of the Teacher holding these activities.
2. In the case of rooms presenting a higher risk (gym, IT room), Teachers are obliged to prepare regulations concerning these rooms and make Students familiar with these regulations.
3. The order left by Students after the completion of compulsory and extracurricular activities is the responsibility of the Teacher conducting the classes.
4. During breaks between lessons, Teachers provide supervision according to a prepared schedule and the supervision rules.
5. Students are forbidden to leave the premises of the School during breaks, educational classes and extracurricular classes when the timetable indicates they should be present on the School premises.
6. When the weather permits, Students may go to the playground behind the School during breakfast and lunch breaks.
7. Teachers and other School Employees check the Students' attendance at classes and react to unexcused absences by informing the Main Teacher, the psychologist or the Director for

Pedagogical Matters.

8. The Student's Parents may give their written consent to their independent return from school. The consent is valid until revoked. Each time the Student reports the fact that he leaves School, which is marked on the list of pickups at the reception.
9. A student may leave the School during mandatory educational classes based on the written consent of the student's parents sent via the *Librus*.
 - 1) the decision is made by the Main Teacher, a subject Teacher or the Director for Pedagogical Matters;
 - 2) in such a case an entry concerning an excused absence is made in Librus.

CHAPTER 9

School finances

§ 49

Sources of funding

1. The funding sources of the School include:
 - 1) the tuition fee paid by the Parents of the Children attending the School;
 - 2) national grants provided by the Municipal Office;
 - 3) other possible grants and donations.
2. The detailed rules of enrolment and tuition are defined in the contract for the provision of educational services concluded between the Student's Parents and the School in the presence of the School Management or the School Director.

CHAPTER 10

Final provisions

§ 50

School monitoring

1. Video monitoring operates in the school buildings from March 2nd, 2020.
2. Detailed rules for the functioning of visual monitoring at the School are set out in the Regulations for the operation of visual monitoring at the School.

§ 51

Statute change

1. The Statute may be amended by a decision of the School Management on their own initiative or upon request of one of the School Bodies.
2. The Managing Director's duty is to inform Parents about changes in the Statute, in accordance with the principles set out in the Agreement for the provision of educational services concluded between the Student's Parents and the School.
3. Parents are obliged to read the Statute before signing the contract for the provision of educational services with the School and after each change of its content.

§ 52

Information obligation and final provisions

1. The School Management is obliged to inform Parents about the amount and date of fees applicable at the School, as well as about any changes of payments.
2. All stakeholders are obliged to abide by the School Statute.
3. The School Statute and Regulations shall be available to all interested parties.
4. All matters not covered by this Statute shall be settled on the basis of applicable law.
5. The educational programme, as well as the School regulations and procedures constitute an integral part of this Statute.