



مدارس الظهران الأهلية
Dhahran Ahliyya Schools

مجتمع تعليمي غير ربحي
A not-for-profit learning community



وزارة التعليم
Ministry of Education



DHAHRAN AHLIYYA SCHOOLS

PARENTS' & STUDENTS' COMPLAINTS MANAGEMENT POLICY

Last Update August 2026

Parents' & Students' Complaints Management Policy Committee Members

- Deputy and Vice Presidents
- Academic Consultants/ IB Coordinators
- Teachers' Representatives
- Principals
- Students' Representatives
- Academic Coaches
- Parents' Representatives



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1. INTRODUCTION

1.1 DAS MISSION

Inspired by the principles of Islam, the mission of Dhahran Ahliyya Schools (DAS) is to empower each student to be a compassionate, thinking, lifelong bi-lingual learner who makes a positive difference, locally and globally.

1.2 DAS VISION

Our vision is to provide a world-class education with an Arab and Islamic identity through a pioneering learning community that is sustainable and socially responsible.

1.3 THE INTERNATIONAL BACCALAUREATE'S MISSION STATEMENT

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

1.4 THE IB LEARNER PROFILE

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

-  **Inquirers:** We nurture our curiosity, developing skills for inquiry, and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
-  **Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

- **Thinkers:** We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **Principled:** We act with integrity and integrity, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **Open-minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from experience.
- **Caring:** We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- **Risk-takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- **Balanced:** We understand the importance of balancing different aspects of our lives—intellectual, physical, (spiritual), and emotional— to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- **Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

1.5 DAS EDUCATIONAL PHILOSOPHY

We believe that excellent education touches both the hearts and minds of students, developing their intellectual, personal, emotional, and social skills to learn and work in a rapidly changing and developing world. Moreover, it should provide them with a sense of belonging in their own country as well as an openness to their roles as citizens of the world, who are committed to taking action to help make their world a better place.

We believe that this kind of education is best provided through a collaborative, constructivist learning process that is based on inquiry, action, and reflection. It should result in meaningful, rigorous, interdisciplinary academic learning which students apply in the solution of real problems while, at the same time, developing the attributes described in the IB Learner Profile and the attitudes that support lifelong learning. In our approach, assessment plays an important role and must be multi-faceted and integrated in the process of learning and planning.

We believe that language is central to intellectual, social, cultural, and emotional development. Therefore, every teacher is a language teacher. Our goal is to honor and support the development of both Arabic and English. We highlight the transdisciplinary nature of language learning by teaching the academic language through content in both English and Arabic.

We believe that the consistency of a positive, supportive climate of respect, safety, and responsibility is essential. All our students deserve equal opportunity and should be treated with equal respect and dignity. However, we also recognize that to be fair to all; we need to differentiate the kinds and amounts of instruction and learning support.

2. DAS PHILOSOPHY ON COMPLAINT MANAGEMENT

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4.1 CRITERIA FOR DEALING WITH COMPLAINTS

When dealing with complaints and problems, the following criteria must be followed:

Confidentiality: The problem is discussed with the parties concerned.

Student's Benefit: The student's benefit and learning are considered a priority.

Respectfulness: Everyone's opinion is respected in words and actions including the rights and duties of all parties.

Safety: All parties feel safe when expressing their opinions or presenting their problems which have to be investigated fairly.

Responsibility: The problem is dealt with in a professional manner within a certain time frame (three working days); or it will be dealt with in an urgent manner if it requires so, making sure all parties involved are informed of the developments.

Open-door: Parents and students feel that their voices are heard by the appropriate school members.

2.2 THE IB LEARNER PROFILE

At our schools, we exhibit the IB Learner profile characteristics in all our actions and when dealing with complaints, hence, we are:

Thinkers: We think of creative solutions for the problems we encounter in partnership with parents and students.

Communicators: We communicate with parents and students in a proactive way regarding all that takes place at school concerning academic or behavioural matters of students as well as the rights and duties of all parties.

Reflective: We thoroughly consider our practices and improve them accordingly.

Open-minded: We understand the different perspectives of parents and students when dealing with issues and problems.

Caring: Our students' learning is a priority, and we show respect and empathy towards parents' and students' concerns regarding a particular issue.

Principled: We acknowledge our schools' shortcomings regarding a specific issue or matter.

Knowledgeable: We have the proper knowledge and expertise to deal with problems of all different ages.

Inquirers: We investigate the reasons and roots of problems in order to improve our practices.

Risk-takers: We keep the students' learning a priority before making any important decision even if the decision is an unconventional one.

Balanced: We study all aspects of the problem whether socially, emotionally, or academically.

2.3 PROCEDURE

DAS prefers that the person with the complaint approaches the concerned school member to explain his/her point of view, as the problem might be a result of a misunderstanding or miscommunication. This will ensure that the issue is clarified and solved right from the beginning. If the person with the complaint does not find a solution when approaching the concerned school member, he/she goes to the responsible school member, such as the academic coach. If he/she does not find a satisfactory solution, he/she goes to the grade level principal if the problem concerns discipline. If the problem concerns the curriculum, he/she goes to the academic advisor. See Diagram A and Diagram B.

3. *RESPONSIBILITIES AND DUTIES OF THE SCHOOL COMMUNITY*

The information below explains the responsibilities and duties towards the educational program and the schools' discipline system. Positive behavioural patterns may help in preventing discipline problems at the school.

3.1 PARENTS' RIGHTS AND RESPONSIBILITIES

They are responsible for:

1. Showing respect to the traditions of the country through their behavior.
2. Respecting the school's rules and helping to implement and to reinforce their child's commitment towards them.
3. Respecting the feelings, opinions, and rights of all school members.

4. Participating in parents' meetings and adhering to attendance and dismissal times.
5. Providing the proper supervision for their child before coming to school and afterwards.
6. Responding to the school's request to discuss concerns regarding their child, apologizing in advance if they cannot attend, and scheduling another meeting time.
7. Adhering to the teachers' schedule of visits.
8. Referring to the school in case of any incident before making any judgements.
9. Providing continuous support and encouragement for their child through attending exhibitions and other school events.
10. Following up with their child to make sure they are accomplishing their different tasks and homework.
11. Taking into consideration that all the concepts and skills included in the curriculum are essential components of the curriculum on which the students will be evaluated.
12. Working as participants with the educational faculty by suggesting appropriate ideas to improve their child's learning and helping him/her solve any school discipline problem.
13. Taking care of their child's health including his/her physical, emotional and social well-being before coming to school and after going back home.
14. Supervising the continuous attendance of their child and providing the school with written excuses in case of absence or tardiness.
15. Reviewing the School Commitment Code and any other school documents and complying with their detailed instructions.
16. Fulfilling the school requirements in the different grade levels.
17. Supporting teachers whether at school or at home.
18. Supporting the school's plan during extra-curricular activities.
19. Answering the emails received from the school including filling out surveys and questionnaires and updating their child's data regularly.
20. Handing in all the required documents and completing their child's health records.

They have the right to:

1. Expect fair treatment from the school without any discrimination.
2. Receive regular reports from the schools about their child's attendance and academic progress.
3. Be informed about appointments and meetings ahead of time.
4. Be respected for their rights and personal opinions whether implemented or not.
5. Offer suggestions or recommendations that aim to develop the learning process in the school.
6. Request meetings with teachers or any other school member.

7. Receive feedback and clarifications from the teachers regarding their child's behaviors or academic achievement.
8. Receive full information regarding the School Commitment Code or any school regulations.
9. Have access to their child's summative exams if needed.
10. Expect confidentiality regarding their child's private information from the school's staff.
11. Know the consequences applied in case of violation of school rules.
12. Review the curriculum guides as well as the school's policies regarding assessment, attendance and behavior at the beginning of each academic year.

3.2 STUDENTS' RIGHTS AND RESPONSIBILITIES

They are responsible for:

1. Adhering to the sacred principles of Islam.
2. Showing respect to the traditions of the country through their behavior.
3. Following the school's rules and regulations.
4. Showing respect to their parents, staff, peers, guests, and school neighbors.
5. Respecting the school's and their peers' properties.
6. Attending school days regularly and on time, bringing all their materials ready to effectively participate in class and doing homework.
7. Persevering to achieve and maintain academic progress.
8. Considering enrichment materials of the curriculum important to their evaluation.
9. Displaying appropriate behavior in classrooms, schoolyards, on buses, and during all school activities.
10. Discussing their problems individually with the concerned member of staff.
11. Reinforcing and supporting school activities.
12. Reading the school's newsletters and making use of them.
13. Adhering to the school's dress code and maintaining personal cleanliness.

They have the right to:

1. Learn in a positive and bully-free environment.
2. Be respected by others regardless if others agree or disagree with them.

3. Get fair treatment regarding discipline and educational matters.
4. Expect confidentiality regarding their grades and other private information.
5. Ask questions regarding the curriculum and to express their opinions in a constructive way.
6. Be taught by well-prepared and knowledgeable teachers.
7. Expect appropriate academic challenges that ensure their academic progress and achievement.
8. Receive and acknowledge the Student Commitment Code and any other required school documents.
9. Understand the reasons behind the corrective decisions.
10. Discuss their learning interests with the appropriate staff members and to individually share their opinions and suggestions with teachers and the other staff members or through their representatives.
11. Receive regular reports regarding their academic achievements.
12. Claim their rights as per the procedures followed at school.

3.3 RESPONSIBILITIES AND RIGHTS FOR TEACHERS, ACADEMIC COACHES AND COUNSELORS

They are responsible for:

1. Behaving according to the Islamic principles and respecting the Kingdom's rules and traditions.
2. Being committed to the school's rules.
3. Respecting the parents' and students' opinions as long as they are expressed in a polite manner.
4. Maintaining fairness and honesty and never differentiating between their students.
5. Keeping parents updated about their child's progress behaviorally and academically.
6. Holding discussions with students or parents about students' performance, behavior and reasons for lack of motivation.
7. Transferring the student to the responsible school staff member according to the School Commitment Code.
8. Keeping accurate records of every student.
9. Supervising the students indoors and outdoors according to the school's rules and procedures.
10. Maintaining a high level of confidentiality of students', parents' and co-workers' private matters.
11. Showing awareness of students' safety, health and rights.
12. Managing the classrooms in a way that prevents behavioral problems from taking place.

13. Exerting effort to motivate students to learn.
14. Assigning challenging tasks to students.
15. Showing consideration for individual differences between students.
16. Giving the students the chance to ask questions and to answer them.
17. Being punctual and prepared for all classes.
18. Supporting the school's activities.
19. Following up with students and giving them feedback.
20. Guiding students inside and outside the classroom.
21. Establishing relationships with the students that are based on trust and mutual respect.

They have the right to:

1. Work in a positive and professional environment.
2. Get support from administration when applying the consequences according to the School Commitment Code.
3. Be respected by students, parents and administration.
4. Expect students', parents', and co-workers' awareness of the school's rules and regulations.
5. Get the best teaching materials, resources and opportunities to develop their professional performance according to the school budget.
6. Expect confidentiality of professional and personal matters by their superiors that do not conflict with the public interest.
7. Get a copy of the School Commitment Code.
8. Feel that their opinions and rights are respected, regardless of being convinced of them or not.
9. Be treated fairly with no discrimination.
10. Discuss their educational and professional interests and to convey their opinions/suggestions to the administration individually or through representatives.
11. Claim their rights as per the procedures followed at school.
12. Maintaining personal cleanliness and adhering to the school's dress code.

RESPONSIBILITIES AND RIGHTS FOR THE ADMINISTRATIVE STAFF

They are responsible for:

1. Behaving according to the Islamic principles and respecting the Kingdom's rules and traditions.
2. Being committed to the school's rules.
3. Respecting the opinions of parents and students, provided that they are expressed in a polite and respectful manner.

4. Supporting and assisting the School Commitment Code.
5. Recording unacceptable student behaviour and communicating issues to the responsible school member in a timely manner.
6. Supervising the students indoors and outdoors according to the school's rules and procedures.
7. Maintaining a high level of confidentiality of the students', parents' and co-workers' private matters.
8. Showing awareness of students' safety, health and rights.
9. Establishing relationships with the students that are based on trust and mutual respect.
10. Maintaining personal cleanliness and adhering to the school's dress code.

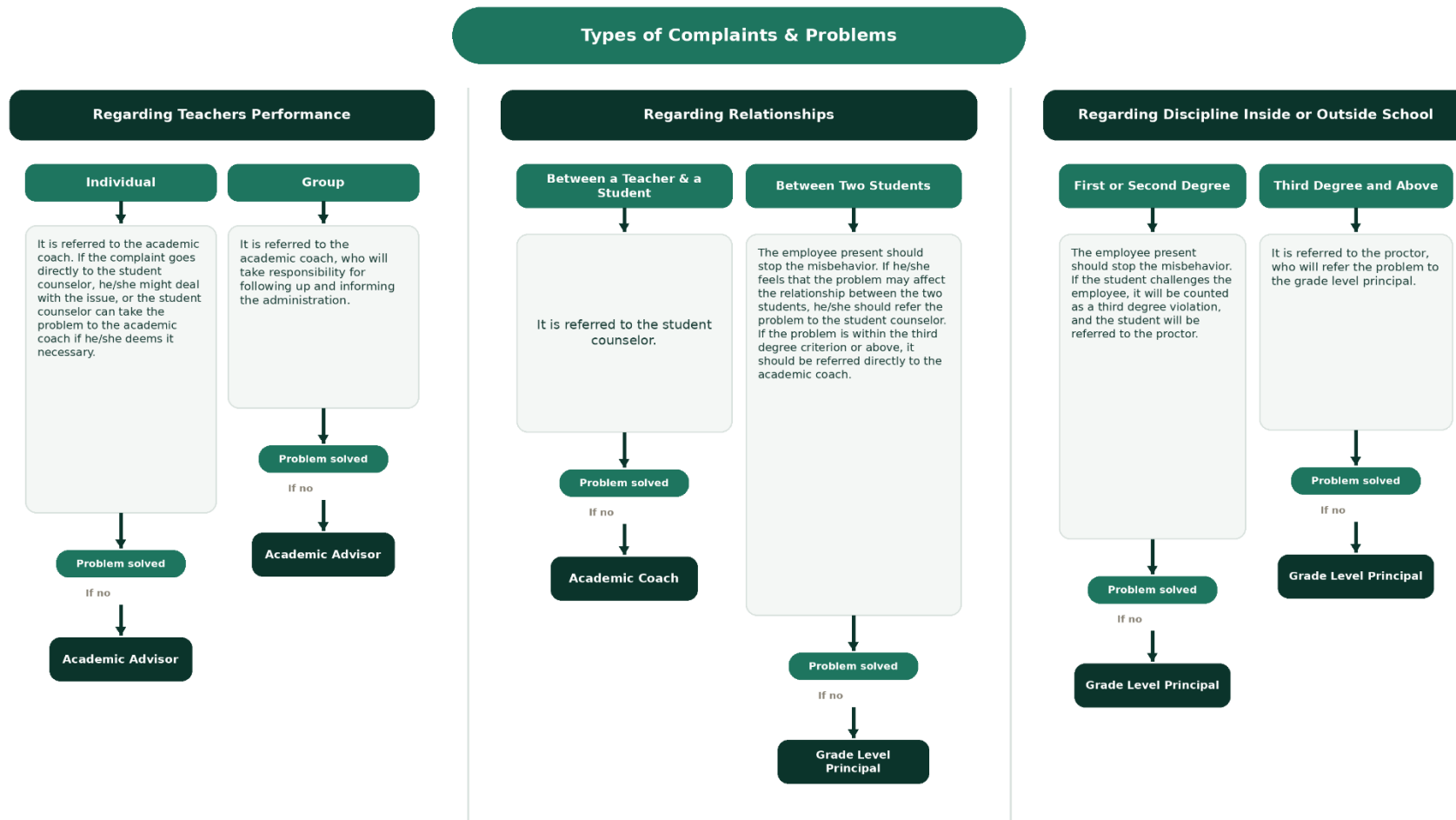
They have the right to:

11. Work in a positive and professional environment which is free from any verbal or physical threat or harm.
12. Receive support in implementing the school's rules, as outlined in the School Commitment Code.
13. Be respected by students, parents and other employees.
14. Expect commitment to the school's rules and regulations from the students, the parents and their co-workers.
15. Expect confidentiality of professional and personal matters by their superiors that do not conflict with the public interest.
16. To feel that their opinions and rights are respected, regardless of being convinced of them or not.
17. Be treated fairly with no discrimination.
18. Discuss their educational and professional interests and to convey their opinions/suggestions to the administration individually or through representatives.
19. Claim their rights as per the procedures followed at school.

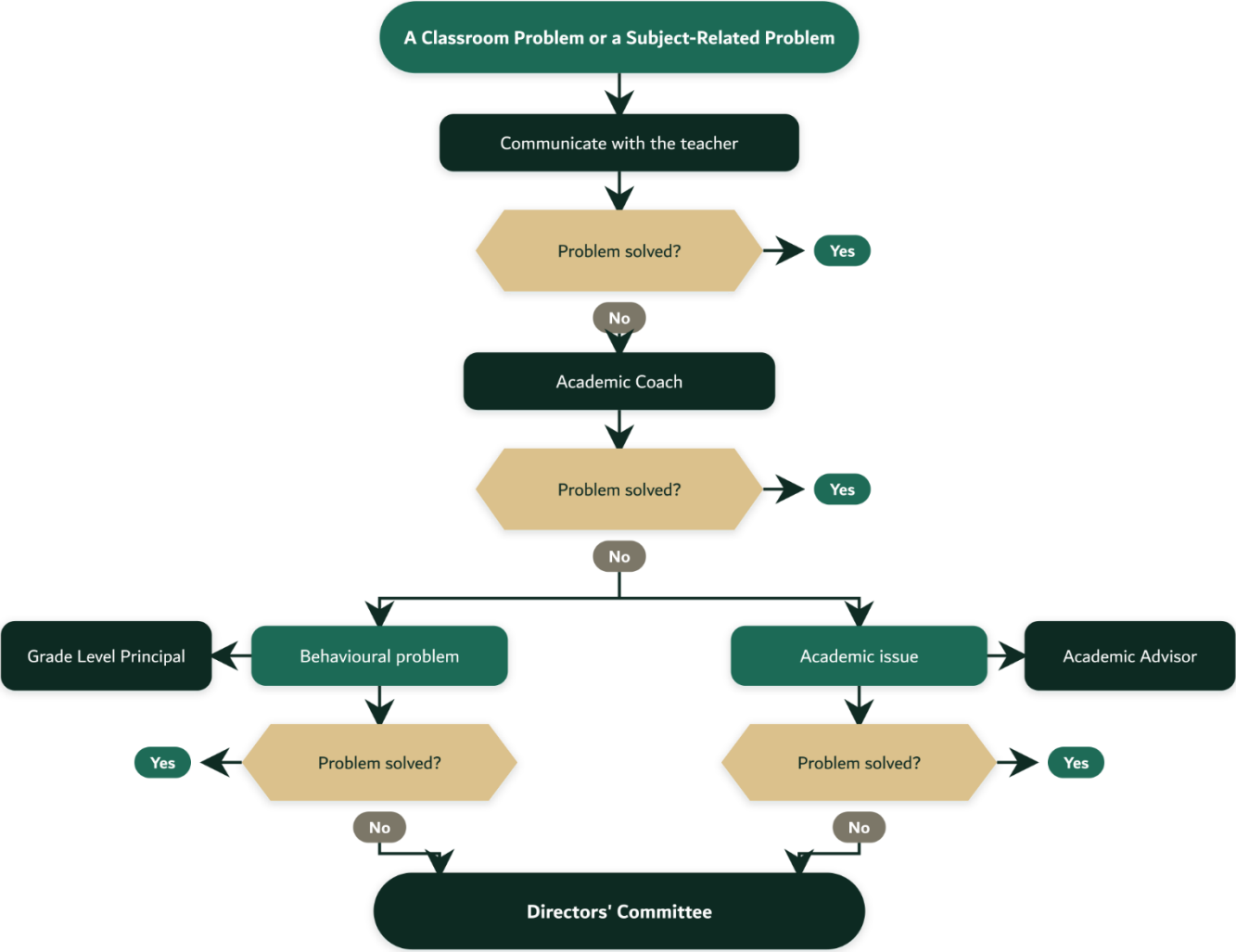
4. DIAGRAMS

4.1 DIAGRAM A

The complaint is dealt with according to the following diagram:



4.2 DIAGRAM B



شأنك كونه فألم كله عاماً فاضلاً الحدا الذي كقائه

