

## **SCHOOL BEHAVIOR POLICY**

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## **TITLE I. APPLICABLE REGULATION, PURPOSE AND INFORMING PRINCIPLES**

### **1. APLICABLE RULE**

Law 4/2011, of June 30, of social harmony and participation of the educational community.

DECREE 8/2015, of January 8, by which Law 4/2011, of June 30, on social harmony and participation of the educational community in matters of school harmony is developed.

Article 124 of Constitutional Law 2/2006, in the wording given by Constitutional Law 8/2013, of December 9, for the improvement of educational quality, provides that educational centers shall prepare a School Behavior Policy in order to promote a positive environment of social interaction within the school, as well as the specification of the rights and duties of students and the applicable corrective measures in the case of non-compliance with the rules of social harmony. Likewise, the fourth additional Provision of Decree 8/2015, of January 8, by which Law 4/2011, of June 30, on social harmony and participation of the educational community in matters of school social harmony, provides that:

Private educational centers that are not charter schools, within the framework established by the Constitutional Law 8/1985 and by the Constitutional Law 2/2006, have the autonomy to establish their rules of

organization and operation and their rules of social harmony, with respect to the current regulations and rights of students.

The Constitutional Law 2/2006, of May 3, on Education identifies schools' social harmony as a beginning and an end of the educational system, and the prevention and resolution of conflicts as elements coming from that experience. Likewise, the aforementioned Constitutional Law 2/2006 indicates that the improvement of school social harmony is the responsibility of the entire educational community, so the regulations must be known and accepted by all members of the aforementioned community.

School social harmony is the ability of people to live with others in a framework of mutual respect and mutual solidarity, expressed in the harmonious and non-violent interrelation between the different participants and levels of the educational community.

This School Behavior Policy articulates: school social harmony and the general lines of the social harmony model that we intend to implement, the specific objectives that need to be achieved, the rules that regulate it and the actions that must be carried out in this area to achieve the projected objectives.

In addition to the general regulations mentioned, this Plan is related to the documents of the center (Educational Project and Internal Regime Regulation).

## **2. OBJECTIVE**

The purpose of this plan is to develop a system of social harmony in Gándara International School as well as the procedures for the prevention and correction of behaviors that affect social harmony in the center to guarantee an education that exercise the rights and freedoms within the democratic principles of social harmony, as well as the prevention of conflicts and their peaceful resolution.

### **3. INFORMING PRINCIPLES AND PURPOSE OF THE SCHOOL BEHAVIOR POLICY**

- i) The principles established by the Spanish Constitution and the constitutional laws that develop it, the Statute of autonomy of Galicia and the legislation that emanates from it, especially Law 4/2011 and Decree 8/2015, of January 8, by which Law 4/2011 of June 30 is developed, as well as the Universal Declaration of Human Rights and the international treaties and agreements in educational matters ratified by Spain are general references of this Plan.

2. In particular, social harmony in the center will be oriented toward the following aims, which will provide information on its interpretation and application.

- a) The guarantee of an educational environment of mutual respect.
- b) Education respecting fundamental rights and freedoms, equal rights and opportunities between men and women, and equal treatment and the non-discrimination of people.
- c) The prevention and treatment of situations of school harassment through efficient measures.
- d) Teachers, especially the members of the management team, recognizing the necessary capacities to prevent and correct behaviors contrary to social harmony.
- e) The co-responsibility of mothers and fathers or of the guiding teachers in maintaining social harmony in educational centers, as one of the main duties

that correspond to them in relation to the education of their sons or daughters, or pupils.

f) The fostering of peaceful conflict management and the promoting of values, attitudes and practices that allow the improvement of the degree of acceptance and compliance with the standards.

g) The advancement in respect among all members of the educational community and in the improvement of school social harmony.

h) The promotion of awareness of the different sectors that take part in education about the importance of social harmony as a fundamental part for the personal and social development of students.

## TITLE II. PREVIOUS DIAGNOSIS OF THE CENTER'S SOCIAL HARMONY AND ANALYSIS OF THE SITUATION

Our space is called Gándara International School and is located in the Mañufe parish, which belongs to the town of Gondomar, located in the southeast of the province of Pontevedra and integrated in the Vigo Metropolitan Area, in the Autonomous Community of Galicia. The neighborhood is nestled in a semi-urban environment, with nearby green and natural areas. It is a quiet and peaceful area with little conflict. Gondomar has a population of about 14,200 and has a sports pavilion, cultural spaces, a health center, and various associations offering dance, music, painting, theater, folk groups, choirs, etc.

We are located at a distance of 34 kilometers from Vigo, with good and varied connections including motorways and a national highway.

It is a private center that began its journey in 2013, with the energy and enthusiasm of two mothers who shared the dream of creating a different kind of school for their children. A few months later, the founding team was expanded to four people, with the financing of the family business of one of them, who placed their trust in the project. Gándara is currently the result of

the collaboration between NOGUERA Y VALDÉS S.L., the company that owns the school, and ADARE- GÁNDARA S.L., the entity managed by the founders of the project and who are in charge of its technical and pedagogical management.

In August 2018, Gándara obtained the license from the Xunta de Galicia to function as a Foreign School (CPREX) in Spain, and was renamed Gándara International School.

Currently, there are 38 students, 11 in preschool and 27 in elementary. The possibility of hosting up to 75 students, 25 in preschool and 50 in primary is authorized. The preschoolers are located on the ground floor of the main building and the elementary students on the upper floor.

In all grades and levels the groups are mixed with a similar percentage of boys and girls.

The teaching staff consists of five elementary and two preschool teachers. Continuing education and refresher courses are carried out frequently by the teachers of the center.

Regarding parent training, meetings with specialists and trainers are held on a regular basis, in which the school encourages the participation of families.

The non-teaching staff consists of a person in charge of the administration and concierge, and a dining hall companion. The cleaning service and other maintenance services are contracted out to other companies.

The families that come to Gándara are mostly middle class, have received higher education, are professionals and have a low unemployment rate. They mainly come from Vigo, Cangas and from nearby areas such as Nigrán, Valladares, Tui etc. Social conflict is almost nil.

Social harmony at the the school is quite positive for various reasons:

- The socioeconomic situation of families and their affinity with the educational project. The profile of families that come to our center as candidates to join it usually have ideas and values related to our ideology. In addition, the center takes into account this affinity when evaluating the incorporation of the aforementioned families and we work in constant communication with them, in order to bring our approach to education in line with one another in the acquisition and management of respectful accompaniment tools, positive discipline and non-violent communication with children.
- The participation of students in solving problems of all kinds that arise in school through the assemblies and teacher/student meetings.
- The respectful accompaniment and mediating that is practiced from preschool on and that serves as an observatory and first area of action in everyday problems of social harmony.
- Permanent contact with the families.
- An environment of dialogue and respect within the whole Educational Community.
- The use of common spaces by children of different ages starting from when they are very young.
- Training in conflict prevention, respectful accompaniment and positive discipline, active listening, non-violent communication of all members of the teaching staff and founders of the educational project.

All of the above is found within the framework of our Project Principles (gathered in the IRR).

In this way, situations of conflict are minor and are usually resolved in school with the mediation of the teachers or in the assembly, without the needing the of intervention from other organizations. Social harmony referring to



teaching staff relations is cordial and friendly and without conflicts that might break the peace of the teaching staff.

There are usually no notable conflicts with families because the work of the administration and teachers makes cordials relationship possible.

On occasions, however, we would like a greater participation of parents in the activities proposed by the school and we consider the creation of a P.T.A. to be desirable.

General guiding teacher/ parent meetings are convened on a quarterly basis, with great participation of the students' families, although both members (mother and father) do not always attend. The participation of both parents improves considerably when they are called individually to discuss issues that exclusively concern their son or daughter.

The number of administration and service workers is very small in the school and contact with the students is rare, therefore notable conflicts do not usually occur.

When conflicts have occurred, efforts have always been made to use dialogue as a solution, and if necessary summoning the interested parties to present their views and hear those of the others.

Facilities:

The building is divided into two floors connected by an internal staircase. On the ground floor is the preschool room, which is shared by children from 3 to 6 years old, and which has thematic areas and corners: pretend play, sensory, reading-writing, mathematics, assembly, cosmic, practical life, snack area and two adapted bathrooms.

On the upper floor is the elementary area shared by children from workshop 1 (6 to 9 years old) and workshop 2 (9 to 12 years old). It has a mathematics and language room and a cosmic and art room. Furthermore, on this floor

there is a snack area, games area, a teachers' office, an administrative office, a storage area and 3 adapted bathrooms.

In addition to the ordinary preschool and elementary classrooms we have:

- A multipurpose room.
- Snack and Games Room in Elementary.
- Teachers' Room.
- School Garden.

For each of the aforementioned areas there are specific schedules and rules of use.

Also worth mentioning is the access of a large green outdoor area in which students can carry out activities that bring them closer to Nature.

We consider that the areas where the most problematic situations tend to occur are outdoors. The safest areas are usually the interior spaces.

Extracurricular Activities:

Gándara does not offer extracurricular activities outside school hours.

Nonetheless, within the school area there is another project, in a building is on the school site, that shares the same philosophy called Milramas. They offer extracurricular activities such as theater, art, etc. as well as accompaniment and child care for families who have children under three years of age.

Experiences of quality and innovation:

The school is recognized by NEASC, an accrediting body for international schools. From time to time we receive inspections to assess our quality and

pedagogical innovation. Currently Gándara is an innovative school that applies principles of Active Pedagogy.

### **TITLE III. SPECIFIC OBJECTIVES OF THE PLAN**

- i) Provide government bodies, teachers and students with tools and resources relating to the prevention of violence and the improvement of social harmony in the school and the promotion of peace, guaranteeing that there is no discrimination based on ideology, sex, sexual orientation, ethnicity or economic and social situation.
2. Raise and bring awareness to the educational community about the importance of adequate school social harmony and about the procedures to improve it.
3. Promote values, attitudes and practices at school that improve the degree of acceptance and compliance with standards, and progress in diversity and in promoting equality between men and women.
4. Facilitate the prevention, detection, treatment, follow-up, management and conflict resolution of what may occur in school and learn to use these situations as sources of experience and learning.
5. Facilitate the prevention, detection and elimination of all manifestations of violence, especially bullying, gender-based violence and xenophobic and racist attitudes and behavior.
6. Facilitate mediation for the peaceful resolution of conflicts.
7. Contribute from the sphere of social harmony to the acquisition of high order skills; particularly social and civic skills and autonomy and personal initiative.

8. Promote the acquisition of a critical spirit, active attitudes of listening, dialogue, solidarity, participation, empathy, democratic and civic values, and social skills that develop respect for others and for oneself and the sense of freedom which at the same time is also associated to responsibility.

9. Encourage active and collaborative learning.

10. Promote and facilitate the participation, communication and cooperation of families in maintaining social harmony in the school and favor dialogue between the entire educational community.

11. Establish, increase and consolidate relations with entities and institutions of the surrounding area that contribute to the construction of educational communities and to a quality of social harmony that enhances fundamental rights and freedoms.

#### **TITLE IV. ACTIONS, MEASURES AND PROGRAMS TO PROMOTE SOCIAL HARMONY: PREVENTIVE AND AWARENESS MEASURES AND ORGANIZATIONAL, CURRICULAR AND COORDINATION ACTIONS**

##### **CHAPTER ONE: ORGANIZATIONAL, CURRICULAR AND COORDINATION ACTIONS AND PREVENTIVE AND AWARENESS MEASURES**

In the sphere of social harmony, the following actions and previous experiences have been developed which have contributed to the current situation of low conflict:

- Specific training in conflict prevention, respectful support and positive discipline, active listening, positive discipline and non-violent communication from all members of the teaching staff and founders of the educational project.
- Actions aimed at guaranteeing the participation of the educational community, including training with the aim of improving school social

harmony and the peaceful resolution of conflicts. Organization of pedagogical debates with families and specific training courses to propose initiatives aimed at preventing and solving social conflicts, improve social harmony and promote mutual respect and tolerance in the educational center: conflict prevention, respectful accompaniment and positive discipline, active listening, non-violent communication, etc.

- Organizational, curricular and coordinating actions; the organization of the center and the classroom; coordinating teaching activities; the programming and development of the curriculum; methodological strategies; evaluating student progress and teaching practice; and the complementary and extracurricular activities collected in our IRR and the School's Pedagogical Framework, have always been based on the basic principle of our project to maintain a relaxed and respectful environment, which favors the peaceful social harmony of its members.
- Design of a solid structure of limits and norms for children and teachers.
- Design of the Assembly as a place where children can debate and settle minor social conflicts accompanied by adults.
- Design of the figure of teacher trainer, to offer constant advice and supervision to teachers in all aspects related to emotional and respectful accompaniment of children and conflict mediation.
- Awareness actions: workshops with professionals in the classroom to work on the inclusion of students on the Autism spectrum.
- Elaboration of the Policy of Protection of Minors that includes the rights and duties of the children, the guarantees for their protection, prevention and knowledge, as well as protection and security measures.

- Design and implementation of the Policy for the Prevention, Detection and Treatment of bullying situations. The teachers and other members of Gándara will follow the policy for the prevention of child abuse in the event of detection of any situation that could constitute harassment, as stated in the Internal Rules and Regulations.

Design of a good practice policy included in the Plan for the Protection of Minors, which must be observed by the teachers of the school in order to promote social harmony in the school, promote dialogue, co-responsibility and a culture of peace:

a) In daily emotion work, teachers use non-violent communication in their relationship with the rest of the members of the educational community.

b) Active listening and emotional support will be used with children when mediating conflict resolution with a neutral position and objectively describing the facts and facilitating children to reach their own agreements.

c) They will not use physical or psychological punishments with children; working instead on the logical consequences derived from whichever prohibited action and applying positive discipline tools.

- d) They will especially take into account the Policy for the Protection of Minors published on the Drive and posted on the training bulletin board for teachers, to ensure the protection and physical and emotional safety of the children.
- e) They will keep in mind the Xunta's Prevention of Abuse policy that we have adopted to prevent, detect and deal with conflicts in which harassment may appear and applying the mechanisms described in the aforementioned agreement.

- f) They will be very careful to distinguish between the daily conflicts between children and bullying situations, where immediate intervention and the careful approach and protection of the victim are essential.
- g) In addition, they will use the following as accompaniment tools with children:
  - Individualized observation.
  - Encouraging critical thinking.
  - Encouraging autonomy and responsibility for the learning processes themselves.
  - The admission of error as part of the evolutionary process of each one.
  - Socratic dialogue.
  - Active listening.

Among measures or programs that we want to develop in the near future to promote social harmony, we include the following:

1. The curricular project will include team building activities and proposals for cooperative work, emotional intelligence and inclusion workshops, to facilitate group awareness and respectful and peaceful social community among children. It promotes the values of equality, respect and integration, non-discrimination and prevent and control bullying, gender violence and xenophobic attitudes. The school curriculum will also incorporate the protection and safety of children. Workshops on hygiene and personal care practices, workshops related to human rights and children's rights, workshops for the promotion of healthy habits, including the prevention of the consumption of alcohol, tobacco and other harmful substances, will also be held. In addition, the evaluation will address the psycho-affective and emotional aspects of children, their social skills, adaptation to the environment, attitudes, etc. These topics can also be worked on daily with experiences that occur in school, in conflict mediation, in the assembly, etc. The daily work of the teachers, guiding teachers and the guidance team will establish preventive actions in their daily work, as well as in the fulfilment of the activities provided in this Plan.

2. At Gándara International School, workshops related to virtual security will be worked on at times, led by the teachers themselves or by external professionals hired for the event.

3. In Gándara International School, workshops related to sexual-affective education and child sexuality will be worked on at times, led by the teachers themselves or by external professionals hired for the event.

4. In addition, workshops and programs may be developed that involve the incorporation of aspects related to self-awareness and self-esteem, peaceful conflict management, group dynamics and cooperative work.

5. Design of the guidance team, with the annual appointment by the Management Team of a teacher named "Protective Teacher", who is in charge of supervising the procedures and policies of the school related to the protection of minors.

6. Actions aimed at the prevention of behaviors contrary to the rules of social harmony: promotion of the Internal Rules and Regulations, Social Harmony Plan and Plan for the protection of minors on the website of the center and in curricular actions with students.

7. Organization of activities aimed at the promotion of the rights of children and adolescents, through workshops and projects,

talks or debates in assemblies as well as the carrying out of actions to prevent the marginalization, maladjustment or lack of protection of children and adolescents from similar activities.

8. Design of Early Detection Policies, prepared by the Education Psychology Therapist and Counselor. Analyzing the results of the applied psycho-pedagogical studies, these students will be specifically monitored by the teachers, the guiding teacher and the counselor, trying to identify risk situations thereby allowing early action to avoid more serious situations.



9. Design by the Educational Psychology Therapist of a specific program to promote peaceful relationships in the school that contributes to the acquisition of social skills and competences by students as a complement to corrective measures of behaviors contrary to social harmony. It is aimed at students that repeatedly engage in disruptive behavior, in order to improve their integration into the educational center and it contributes to the acquisition of social skills and competences. Analyzing the results of the applied psychopedagogical studies (early detection policies), these students will be specifically monitored by both the guiding teacher, the other teachers and the Educational Psychology Therapist, trying to identify risk situations that allow early action in order to avoid situations of greater seriousness.

10. Likewise, a program that contributes to the acquisition of specific social skills and competences will be drawn up and developed by the Guidance Team for those students who, as a consequence of the imposition of corrective measures, are temporarily deprived of their right to attend the school if necessary. This program will be applied in coordination with the Educational Psychology Therapist and the teaching faculty, who will try to involve the rest of the faculty and families and, if appropriate, the corresponding social services, to jointly achieve the proper development of the educational process and the proposed actions.

11. Design and agreement of the families, mothers, fathers and guardians, of the Educational Commitment Agreement, at the time of their admission into the Center, in which they assume, among others, the following commitments regarding social harmony in the Center:

Contribute to the personal growth of their sons or daughters through dialogue and education in values, and develop adequate rules of social in the family environment, based on mutual respect and non-violent communication.

Develop their potential as educators of their sons or daughters.

Recognize their role as educational agents, along with teachers, acting as bearers of important aspects for the integral development of their sons or daughters.

Improve affective, social and school conditions that facilitate learning for their sons and daughters and facilitate a harmonious development of their personality.

12. Design of welcoming activities for the students who enroll for the first time in the school and for their families, which facilitate the knowledge of the rules of social harmony, and their integration: dissemination of the SCHOOL BEHAVIOR POLICY and Internal Rules and Regulations .

13. The Guiding Teacher Action Plan will include introductory sessions of the SCHOOL BEHAVIOR POLICY as well as others related to aspects that afford an improvement in student relations with all the members of the educational community.

14. Participation in campaigns and special days (Peace Day, Day Against Gender-based Violence ...) to promote awareness in children and families and the acquisition of tolerant and empathetic behavior.

## **CHAPTER TWO: POLICY FOR THE PREVENTION, DETECTION AND TREATMENT OF SCHOOL HARASSMENT**

**According to article 28 Law 4/2011, of June 30, we consider bullying to be any form of harassment or continued mistreatment over time of a student by another, whether verbal, physical or psychological, including social isolation or void, regardless of where it occurs. The same consideration will be given to behavior carried out through electronic, telematic or technological means that effect a relationship that arises in the school environment.**

In accordance with the established in articles 29 and 30.2 of the aforementioned Law, Gándara International School has prepared a document for the protection of minors that includes the Policy for the prevention, identification and treatment of bullying, which is incorporated in annex 1, based on the recommendations of the Xunta de Galicia for the management of bullying and cyberbullying in public schools. This policy has been approved by NEASC and has been made known to members of the educational community through its publication in the Drive.

Equally, Gándara International School has made “The Guide for Families to Detect Bullying” available to families in the Drive.

The school management team will adopt the necessary measures to guarantee the victims of bullying integral protection of personal integrity and dignity and of the right to education; the interest of the victim must always prevail over any other consideration in the treatment of these situations. The protection of the victim will be guaranteed through precautionary measures that prevent the threat, control or contact between the victim and the cause of the harassment situation. Measures will be arbitrated to follow up on the causes of the harassment and prevent the continuation of possible harassment.

TITLE V. IMPLEMENTATION OF PREVENTIVE AND CONFLICT MANAGEMENT ACTIONS: THOSE RESPONSIBLE, RECIPIENTS AND PROCEDURES FOR DEVELOPING AND IMPLEMENTING MEASURES AND PROGRAMS TO PROMOTE SOCIAL HARMONY.

CHAPTER ONE: AGENTS RESPONSIBLE FOR SOCIAL HARMONY

According to RD 8/2015 of January 8, and notwithstanding the functions established in the Internal Rules and Regulations, the agents responsible for social harmony at Gándara International School are:

## 1. THE EDUCATIONAL COMMUNITY

1. All members of the educational community are responsible agents for school social harmony in the terms established in this Plan and will participate in the elaboration, development, control of compliance and evaluation of the Community Behaviour Plan and the rules for social harmony.

2. The educational community as a whole will ensure the application of those measures that are aimed at promoting respect for differences, including effective equality between women and men.

## 2. GOVERNING BOARD

1. Establish guidelines for the preparation of the SCHOOL BEHAVIOR POLICY and the social harmony rules of the school.

2. Approve the SCHOOL BEHAVIOR POLICY.

3. Annually perform the monitoring and evaluation of the SCHOOL BEHAVIOR POLICY and the rules of social harmony of the school.

4. Propose actions in relation to social harmony in all sectors of the educational community, especially those related to the peaceful resolution of conflicts.

5. Evaluate the Annual Report on Social Harmony.

6. When the Governing Board considers it appropriate, and in order for them to report within the scope of their respective competences, they may request the advice of the professionals from the guidance department who intervene in the center, of the teachers of the subject that it being is analyzed, of the

educator or social educator of the city council where the educational center is located, or of other professionals of the problem in question, as well as the associations of the sector that can collaborate on improving social harmony.

### 3. TEACHING STAFF

The teaching staff, in addition to the functions attributed in the IRR will have the following functions:

1. Make proposals for the preparation of the SCHOOL BEHAVIOR POLICY and the rules of social harmony of the school.

a) Participate in the annual evaluation of social harmony in the center, especially in that which has an impact on the development of the SCHOOL BEHAVIOR POLICY.

b) Propose educational actions, especially those related to the peaceful resolution of conflicts.

### 4. MANAGEMENT TEAM

1. In addition to the functions attributed in the IRR, the Management Team of the school has the following functions:

a) Where appropriate, prepare the school's SCHOOL BEHAVIOR POLICY and the other actions derived from its development, monitoring, evaluation and review, as well as the other competencies of the school behaviour commission, while it is not constituted.

b) Adopt the necessary preventive measures to guarantee the rights of all members of the educational community and compliance with the school rules of social harmony.

c) Promote the activities provided for in the SCHOOL BEHAVIOR POLICY, as well as ensure their realization and compliance with the rules of social harmony.

2. The management, in addition to the functions attributed to it by article 132 of the Organic Law 2/2006, will have the following functions in matters of social harmony:

Guarantee that there is an adequate school environment that benefits student learning and participation.

b) Guarantee the use of mediation, the imposition of corrective measures and the development of the processes and procedures established in this decree.

c) Ensure compliance with corrective measures by students.

3. In accordance with article 132.f) of Organic Law 2/2006, the management is responsible for imposing corrective measures, notwithstanding what was established in article 44 of Decree 8/2015, of January 8, according to article 26 of Law 4/2011, of June 30.

## 5. HEAD OF STUDIES

The Head of Studies has the following functions, in terms of social harmony:

a) Coordinate and direct the actions established in the school's SCHOOL BEHAVIOR POLICY and in the school's rules of social harmony.

b) Ensure the coordinated and coherent development of the actions established in the SCHOOL BEHAVIOR POLICY and of the actions related to the improvement of social harmony reflected in the respective Guiding Teacher action plans and attention to the diversity of the center.

c) Promote the use of mediation that takes place in the center.

d) Organize educational attention given to the students, whose right to attend class is suspended, within the framework of the provisions of the rules of organization and operation of the school.

## 6. FACULTY COORDINATION BODIES

- i) The faculty coordination bodies, in their area of competence, will be responsible for incorporating the measures and agreements adopted in their actions, in accordance to the provisions of the SCHOOL BEHAVIOR POLICY and the rules of social harmony of the center.

2. The measures and agreements of the previous section will always be collected by the pedagogical coordination commission and by the rest of the educational coordination bodies to include them in the school's institutional documents, specifically in the Curriculum Stage Design, to ensure the coherence of these with the educational project of the center and the general annual programming.

## CHAPTER TWO: CONCRETION OF DEVELOPMENT AND IMPLEMENTATION PROCEDURES: RECIPIENTS AND THOSE RESPONSIBLE

In this School Behavior Policy we include the following activities in order to facilitate the achievement of the objectives proposed therein.

These activities are informative, training and evaluation of the Plan and are aimed at the different sectors of the educational community. They can be changed or modified by others that are specifically programmed in the face of special situations or events of the school life, or by specific offers received from different institutions.

Preventative activities:

1. Welcoming activity for the students and for their families who enroll in the school for the first time.

Objective: Inform new students and their families about the general operation of the school and the rules of social harmony, providing them with points of reference and conveying safety and tranquility.

Those Responsible: The Management Team and the corresponding guiding teachers.

Resources: When a family joins Gándara they must sign the Operating Contract. The School will inform them of the School Behavior Policy and the IRR before said signature.

Methodology: Children of recent admission will have the support of the protective teachers during the first days, to facilitate their integration and learning / experience of the rules of the Center.

2. Activity aimed at facilitating information to all the students and families of the rules of social harmony: both general school rules and those of the classroom.

Objective: To raise awareness among students and families of the benefit of respecting the rules of social harmony and to improve collaboration and involvement of families in everything related to student behavior at the school.

Those Responsible: The Management Team and the teachers.

Resources: Posting on the school's website, drive or Montessori platform of the IRR and the School Behavior Policy that includes the duties and rights of the students and the school rules of social behavior.

Methodology: Within the Guiding teacher Action Plan, the students will be informed of the rules of social behavior during the first days of class, both in general and in particular pertaining to the classroom. Families will be informed of them in the general meeting at the beginning of the school year. In addition, especially during the first trimester, but also throughout the course, the teachers will carry out activities that facilitate the knowledge of the rules of social behavior, both in general, and in particular pertaining to the classroom: specifying the rights and duties of the students and the corrections which, if any, would apply.



3. Activity aimed at establishing an adequate classroom environment and developing students' social skills.

Objective: To improve the skills of the students in terms of social harmony in the school in general and in the classroom in particular, both with their classmates and with the teaching staff.

Those Responsible: The Management Team, the teaching staff and the person responsible for guidance at the school.

Resources: Specific material collected within the Guiding Teacher Action Plan, social harmony rules collected in the IRR.

Methodology: In the first session of the Faculty meeting, all its members will be instructed to put special emphasis, on reminding about and debating the rules of social harmony when the occasion arises and on working with positive discipline when there is behavior contrary to the aforementioned rules of social harmony throughout the school year. Likewise, the teachers will carry out activities, within the Guiding Teacher Action Plan, that facilitate the overcoming of those social habits that affect the behavior of their students and promote reflection on the need to respect the school rules of social behavior.

4. Activity aimed at a coherent action of all the teachers in the area of social harmony.

Objective: Avoid ambiguities and contradictions that may confuse students in respecting and complying with the rules of social harmony.

Those Responsible: The Management Team and the teaching staff

Resources: School Behavior Policy and social harmony rules included in the IRR and School Behavior Policy.

Methodology: In the first Faculty meetings, emphasis will be on the benefit of unifying performance criteria, which requires consistent action by all faculty. It will be proposed annually as a School Goal.

#### 5. Activities to promote positive relationships among teachers

Objetivo: Improve the working environment and social harmony among teachers to motivate them to participate in scheduled activities and encourage them to resolve conflicts in a friendly way and through dialogue.

Those Responsible: The Management Team and the teachers.

Resources: Christmas lunch, collaboration in the organization of activities scheduled for Peace Day, and any other activity that is proposed throughout the school year.

Methodology: Participation in scheduled activities.

#### 6. Activities to raise awareness of cases of harassment and intimidation among equals, aimed at the educational community.

Objective: Identify and detect cases of bullying. Be familiar with the action policy in detected cases of bullying.

Those Responsible: The Management Team, the teachers and the guidance teacher in the school.

Resources: Action policy determined by current legislation

Material provided by the guidance teacher at the school.

Methodology: The Center will follow the Policy for the prevention, identification and treatment of bullying, and will organize activities to raise awareness of bullying and intimidation among peers. These are aimed at the educational community, which will involve students (through talks by personnel outside the school, social skills workshops, etc.), teachers (training courses on violence, mediation, adaptations ...) and families.

The teachers will address these issues in their meetings.

The head of studies will convene a teachers meeting in which the person responsible for guidance in the school will inform about the activities to be carried out in the student/ teacher meetings and provide the teachers the necessary material, so that the students know and become aware of mistreatment between equals.

The Center will publicize the Plan for the Protection of Minors to all members of the Educational Community through its publication on the Web / Montessori Platform or Drive and in educational spaces. It will also organize activities to raise awareness in the educational community on non-discrimination based on race, sex, origin and personal or social condition.

7. Activities aimed at raising awareness about equality between men and women in the educational community.

Objective: Promote among the educational community respect for equal rights and opportunities and effective equality between men and women.

Those Responsible: Management Team, the teaching staff and the person responsible for guidance at the school.

Resources: Material compiled on the subject and activities prepared jointly by the person responsible for guidance in the school and the teaching staff.

Methodology: The activities carried out will be kept classified according to the different levels of the students, in the secretary's office available to the teachers.

The school will prepare and follow the Policy for the Prevention of Gender Violence and will organize activities to raise awareness of equality between men and women.

8. Organizational measures that make it possible to adequately monitor spaces and those times considered risky, such as recesses, school entrances and exits, and changing classrooms.

Objective: Effective and responsible surveillance of the times in outdoor spaces and during arrival and end of school.

Those Responsible: The Management Team and teaching staff

Resources: Schedule of accompaniment of arrivals, leaving school and outdoor time.

Methodology: The school's IRR contemplates the organization of surveillance, if applicable, of outdoor time. The School establishes the following regulations in this regard:

- a) The teaching staff monitors the outdoor area, distributing themselves in all the play areas, ensuring social harmony and safety.
- b) A teacher is specifically in charge of the entrance door to the school during outdoor time.
- c) The entrance door will remain closed from from 9:15 on.
- d) A teacher will be in charge of guarding the entrance door in the morning and at the end of school.
- e) Annually, the administration develops a guard schedule for the entrance door and the outdoor spaces, which is distributed among the teachers and placed in visible places on the school information boards.
- f) You cannot play ball in the roofed areas of the school, especially considering the enormous terrain of open spaces.
- g) Regarding the entrance and the end of school, parents will have access to the school grounds, accompanying the students to the entrance door of

each space and will also pick them up at the entrance at the end of the school day.

9. Activities aimed at facilitating the integration and participation of students and promoting the use of student participation structures and channels for reporting conflicts (class assemblies, teacher student meetings ...)

Objective: Analyze, through the Assemblies and teacher student meetings, the progress of social harmony in each group and propose actions to improve and communicate the conclusions to the teaching staff.

Those Responsible: Head of studies, teacher, school guidance teacher.

Resources: Questionnaire on social harmony and subsequent debate.

Methodology: the school guidance teacher and the Head of Studies will prepare a questionnaire about social harmony in class. The teacher administers the questionnaire to the students so that each one reflects on the items included in it. Then a

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follow up debate on topics that affect students is held. Conclusions are drawn and improvement measures are agreed upon. The guiding teacher transfers the conclusions and the proposals for improvement to the Teaching Staff so that they are aware of them and can contribute to improving the classroom atmosphere.

The activity will take place at the end of each quarter.

10. Activities aimed at fostering the relationship between families and the school (regular parent-teacher meetings, occasional meetings with members of the educational team, and general meetings with all the families, etc.):

a.- General Meetings

Objective: Encourage the participation and integration of the families of the center.

Those responsible: Management team, the person responsible for orientation at the center and teachers.

Resources: Scripts for general meetings created by the Orientation Department.

Methodology:

Before the end of November, all teachers will take part in a teachers- parents meeting with all the families to inform them of the school's Organization and Functioning Rules (IRR and Community Behaviour Plan) and the Teacher Action Plan. These meetings will be prepared previously under the coordination of the person responsible for orientation at the center.

The following issues will be reported at this meeting:

- Overall school year work plan.
- Criteria and procedures for evaluating students in different areas or subjects.
- Support measures for students and attention to diversity that can be used.
- Organization of the parent-teacher meetings as well as the hours of attention to families, which should make their attendance possible and which will be set in the afternoon.
- Communication policy with families, integrated into the IRR (see annex): to facilitate the relationship between families and the teachers and to be heard when concerning the decisions made that affect their

children's development at school.

Rights and obligations of the families, set out in the School Behavior Policy and IRR.

Throughout the school year, the teachers will summon the parents when dealing with important topics such as organization, training, activity projects and any other that the teacher considers necessary.

Periodic meetings between teachers and families on the treatment of topics related to academic progress, and also on aspects of the personal and social development of our students. Whenever the family or the teacher considers it necessary.

11. Design of a Conflict Resolution Support Plan, included in the Plan for the Protection of Minors:

Almost all conflicts are attended to when they occur. At times the adult can intervene before the child tells them what is happening, acting as a mediator and using active listening, or to protect the situation. Children can share what has happened, either with the teachers they choose in a small meeting, seeking support in private or they can do it in the Assembly to seek support in the larger group.

b)When situations of conflict occur, the companions will do an objective visualization exercise, using mediation techniques, and protecting the rhythm of the children.

c) Conflicts and children's discomfort can therefore be addressed:

- Right when they occur.

- In small meetings with the effected group.
- With a trusted adult if the child ask for this.
- In the large group during the Assembly, at the choice of the child or children involved.
- Joint meetings of families-children-teachers, if deemed necessary.
- Student- Teacher meetings, in which the children can talk with the teachers about their emotional and academic state.

d) The teachers have daily conflict log sheets, to log the most relevant conflicts or those that seriously threaten the safety and integrity of the rest of the members of the educational community.

- e) The conflict log sheets will be reviewed weekly by the Head of Studies.
- f) If the teachers are concerned about the treatment among children or adults towards children, the conflicts are very serious or seriously threaten the safety and integrity of the rest of the members of the educational community, they will first address the guiding teacher, who will inform the Principal of the facts, who will then follow the procedure described in the Community Behaviour Plan. Depending on the importance of the matter, the management team will make the corresponding decisions or communicate it to the Governing Board. Thus they may decide on the matter, informing the corresponding authorities if it is pertinent, as established in Spanish legislation and in



the present document.

## 12. Activity aimed at promoting the Culture of Peace: Celebration of the “School Peace and Nonviolence Day”

Objective: Encourage the culture of peace and the values and attitudes towards respecting diversity. Prevent Violence.

Those Responsible: Management Team and teaching staff.

Resources: Social Harmony rules, written and audiovisual documents that talk about peace and non-violence.

Methodology: Well in advance, the Management Team reminds and encourages all teachers to celebrate January 30 as the “School Peace and Nonviolence Day”. They shall in turn encourage students to carry out some activity related to this celebration: readings, viewing of documentaries, debates, written compositions, art, musical compositions, etc. On January 30, a commemorative event will be held.

We have prepared the following data table with the aim of facilitating the design of preventive actions, their managers and recipients, and the procedures for their development and execution.

				<b>TIME FRAME</b>
Elaboration of Social Community Rules	Governing Board, Management Team and Teaching Staff	Student-Teacher meetings	School Behavior Policy, IRR	Student-Teacher meetings in the first trimester
Welcoming of new students and families	Management Team and Teaching Staff	Signing of Operation Contract. Handing in Documentation.	School Behavior Policy and IRR. Operation Contract.	Student Registration and the beginning of the School Year
Coherent Teacher Conduct	Governing Board, Teaching Staff	In the first teaching staff meetings, the emphasis will be on the benefit of unifying conduct criteria, which requires coherence on the part of all teachers. It will be proposed annually as a Center Goal.	School Behavior Policy, IRR, Plan de protección del menor...	During the whole year and especially at the beginning.
Encouragement of positive relationships among the teachers.	Management Team, Teaching Staff, Governing Board	Planning of Gatherings	Participation in the programmed activities.	At times such as Christmas, International Peace Day and end of the School Year, etc.

Organizational measures that allow adequate monitoring of spaces and times considered to be risky	Management Team, Teaching Staff	The IRR of the center contemplates the organization of monitoring the time in the outdoor playground if applicable.	Surveillance schedules of the times in outdoor spaces and during arrival and end of school	At the beginning and during the school year.
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ACTIVITIES	THOSE RESPONSIBLE	METHODOLOGY	RESOURCES	TIME FRAME
Information to students about the content of the Community Plan and IRR. Child protection plan. Policies.	Management Team and Teaching Staff	Talk and debate in the Assembly	Plan de Convivencia y RRI. Plan de Protección del menor, Protocolo prevención acoso etc School Behavior Policy and IRR. Child Protection Plan, Harassment Prevention Policy, etc.	Student-Teacher meeting in the first trimester and during the school year.

Review with students of the incidents registered at the social harmony level	Guiding Teachers	Talk and debate	Conflict Registration Sheets	At the end of the trimester
Review with parents of the incidents registered at the social harmony level	Guiding Teachers	Talk and debate	Conflict Registration Sheets	In each trimestral meeting
Information to parents about the contents of the Community Behaviour Plan and IRR.	Management and Teaching Staff	Talk and debate. Private meeting.	School Behavior Policy IRR. Plan of Action Meeting.	First meeting of the school year. Quarterly meetings. Exceptional meetings if necessary.
Conflict Resolution Techniques	Management Team and Teaching Staff	Team Building Exercises	Specific Material	First Trimester Meeting
Talks or related team building activities, bullying, equality, gender discrimination	Personnel from other institutions: Municipal Police, Civil Guard, Civil Protection ... Teachers	Talks, Debates, Team Building Exercises	Contributions by each organization	According to the possibilities of the participants.

Conflict Support Plan design	Governing Board and Management Team	Follow-up of respectful accompaniment techniques, active listening and positive discipline	Conflict Resolution Plan	At the beginning and during the whole school year
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ACTIVITIES	THOSE RESPONSIBLE	METHODOLOGY	RESOURCES	TIME FRAME
Celebration of special days: Peace Day, Solidarity campaigns	Teachers	Team Building Exercises and Celebrations.	Own materials elaborated by the students	At the corresponding dates.

## TITLE VI. SCHOOL CODE OF SOCIAL BEHAVIOR RULES AND THEIR CORRECTIONS

The fundamental objective of the Community Social Standards is to develop positive relationships between the different members of the educational community to achieve an adequate school climate that facilitates the achievement of educational objectives. The management team of the center and the accompanying staff will ensure compliance with the established rules. It is the responsibility of the Management Team of the center to carry out the necessary actions for the dissemination of the Rules of Organization and Operation contained in the IRR and of the Social Harmony Rules among the educational community.

### FIRST CHAPTER: SOCIAL COMMUNITY RULES

## 1. THE SCHOOL'S GENERAL SOCIAL COMMUNITY RULES

1. The School's Social Community Rules define the characteristics of the behaviors that must be encouraged in order to achieve:

- The personal growth of all in the school community.
- The educational aims of the Center, in development of the Principles of the Center and its Educational Project.
- The development of the Educational Community.
- A positive educational and social atmosphere in the school.
- Respect for the rights of all who participate in education.

2. Without prejudice to the rules established in this Plan and in the IRR, the rules of social community of the Center are:

Respect for the physical and moral integrity and property of the people who make up the Educational Community and those other people and institutions that at times are related to the School as their activities and services are carried out.

b) Respect for diversity and non-discrimination.

c) Respect for adequate social treatment, especially with the use of correct and polite language.

d) Interest in developing one's own work and role responsibly.

e) Respect for the work and role of each of the members of the Educational Community.

f) Cooperation in educational and group building activities.

g) Trust and loyalty in the development of the school.

h) Taking care of one's appearance and cleanliness and adhering to the rules of the School on this subject.

i) The correct use of the building, furniture, installations and material of the Center according to its purpose and rules of use. Respecting the right to reserve access to certain areas of the Center.

j) Respect for the organization, social harmony and discipline used by the center.

k) In general, the fulfilment by the members of the Educational Community of the duties that are indicated in the current legislation and in this Plan and IRR and of each one of its estates, especially those derived from the School's Principles and the its Educational Project.

l) All members of the Educational Community should respect and abide by the rules of social harmony.

m) The consumption of tobacco and other dangerous substances to our health are prohibited in the Center. This includes the prohibition of electronic cigarettes.

n) The use of mobile phones in class is prohibited, except when the teacher considers to be used as a tool. The rest of mobile devices (tablets, etc.) will be used under the same conditions as mobile phones. Teachers can only use the mobile phone in class in an emergency.

## 2. SPECIFIC RULES AND BOUNDARIES PERTAINING TO SOCIAL INTERACTION FOR CHILDREN AND TEACHERS IN PRESCHOOL AND PRIMARY

At Gándara we consider limits and rules as necessary to maintain a relaxed atmosphere. The boundaries are set as a need to provide children with safety and guidance. Limits are part of the life of every organism, both its internal reality and the external reality with which it interacts. They are

essential to be able to act freely and to make one's own decisions, and to show love and respect. Living in a space implies respecting the necessary boundaries, because the safety and mental and physical integrity of its members depend on them. The essential boundaries in our project are those related to respecting the environment, respecting others and respecting oneself. They always have to do with the safety of people or things.

On the other hand, norms regulate aspects that are necessary to facilitate life in society. They allow its operation and promote the autonomy and responsibility of the members of our educational space. They help organize activities and spaces, encourage social harmony, and allow us to be comfortable. The rules can be modified in certain situations, after assessing the situation.

In our space, the boundaries and the rules are set by the adult in a calm, respectful and assertive way, accompanying the child and its possible discomfort, without leaving them alone unless they ask for it. Their not following a rule brings a consequence, but not "punishment". In this sense, we use typical Positive Discipline tools.

## 2.1. LIMITS IN ALL AREAS AND SPACES

1. No physical or verbal assaults are allowed, those being: hitting, insulting, swearing, yelling, abusing, manipulating, threatening, judging, etc. We treat and speak to one another with respect. Limits are physically set on numerous occasions. For example, if one child hits another, we will hold his or her hand in a calm but firm way, without letting the aggression continue. If the child continues and it is necessary to protect the integrity of persons or space, we will also hold the said child in a respectful and calm way, remaining calm ourselves and keeping the child's gaze forward, favoring the release of his or her tension and the containment of possible attempts at aggression.



In these cases, the most common consequence in the case of going against the rule, is to stay with the teacher for a while (from 5 minutes at least to half an hour at most). If the teacher has to continue with his or her daily work, the child will go with them. In the event that the child continues on with great discomfort, upsetting the relaxed atmosphere and the concentration of his peers, the teacher may take the child to a place in the space that is calmer and withdrawn from others and stays there with the child until he or she has calmed down.

2. We let others work or play their own way without telling them what to do or how to do it.

3. Graffiti and stickers are prohibited in all areas of the Center. Posters or announcements may only be placed in the appropriate places and with the permission of the Management Team.

## 2.2. LIMITS IN THE INTERIOR SPACES:

### Classrooms:

1- We take care of the material and furnishings: we do not intentionally damage them and avoid wasting anything. We seek a measured and conscious use with the environment in mind. Some materials have a specific use; we will use them only for the intended purpose. After using something, each one puts away the material they have used.

3- We avoid taking material from whoever is using it. Whoever takes it first uses it, and decides if they want to share it with others. Then we will ask them if we can use it and wait until he or she has finished. On the other hand, if someone leaves their things out and forgets to put them away, the other children can take them.

4- We avoid removing material from indoors, except those whose use is intended for the exterior: e.g. window cleaners, aerosols, etc...

5- We do not take material and work out of another person's personal cubbies.

6- Work that needs drying is placed on the art drying table. Exposed work can be taken home on Fridays if children want. If not, the reusable material is disassembled and recovered to reuse.

7- To paint we use aprons or t-shirts.

8-We throw garbage in the corresponding trash bins. Each person picks up and cleans their workplace and snack area to the best of their ability. To clean the tables we use the specific table cleaning tray. The paint brushes are washed in the bathroom in Art and dried with a specific cloth, not with the hand towels. Experiment utensils are washed in the tall kitchen sink or in the bathroom in Cosmic Education.

9- We avoid playing with water indoors.

10- We avoid sitting on tables.

11- Inside we walk calmly and speak in a medium tone. Outside you can run, jump and scream. If a child runs indoors, the teacher will ask him or her to go back and walk again. If the teacher detects that the child has a great need to run, he or she invites him or her to go outside.

12- Inside we avoid throwing objects. They can be thrown outside, as long as we look for a safe area to protect the integrity of people and space.

13- We use the toilet in the bathroom when we need to.

14- Library books must be put back in their place.

15- At the end of the school day each child performs his or her chores assigned in the weekly Assembly: sweeping classrooms, cleaning tables, etc..

16-The snack area should be swept and cleaned by the children once they have had their snack. If they have used any kitchenware, they wash it, dry it and put it back in its place.

Snack and Washing Up:

1- Each child takes their own silverware and napkin.

2- We eat sitting down in a chair.

3- Everyone serves their food with the serving utensil.

4- We avoid playing with food.

5- We keep a calm tone of voice. Singing, screaming, etc. can be done outside.

6- At the end of snack in preschool, each child collects and scrubs their own dishes respecting their turn in line. They then dry the dishes and return them to their place. Each item is scrubbed one at a time to avoid wasting soap. In addition, each child cleans their area of the table with the cleaning rag, sweeps the crumbs from their floor area, throws them in the wastebasket and pushes their chair in. In primary each child puts away their own belongings and backpacks.

7- Garbage is classified according to the bins.

Multipurpose room:

1- We respect other people's games: we do not take things from others or destroy others' constructions without asking.

2- At the end of the school day everyone who has been in the room puts away the material that has been used.

3- One can yell, but not so loud as to make communication difficult.

4- We do not hit others in the face with any psychomotor material.

## 2.3. RULES IN OUTDOOR SPACES

Entrance Hall:

1- We store our backpacks, coats and objects in our cubbies and coat racks. Rain boots are left neatly and together on the boot rack.

2- If we do not want other children to take something of ours, we keep it in our cubby. Items brought from home are taken back on Fridays. If the child forgets to take it home and it stays in Gándara for too long, it will be incorporated into the space as Gándara material with prior notice to the child. Cubbies must be tidy, without accumulation of objects, sticks, papers, etc. The children's school work that is meant to go home, must be taken that the same day, and not be left in their cubby for long periods of time. Cubbies are checked on Fridays.

3- The toys that children give to Gándara go through a process in which the child leaves it in the appropriate area in and the adult accompanies the "farewell" of the object.

4- No candy or toys may be brought, only books or educational material that fit in the cubbies. We avoid the following type of toys: those with batteries, that make noise, weapons, audiovisual or sexist games.

5- We have rain gear for rainy days (a pair of rain boots and two changes of clothes) that we always leave in Gándara. If we get wet because we don't wear rain gear and have already changed our clothes twice, we can no longer go out in the rain again that day.

6- We access the indoor spaces without street shoes.

7-If we have a lot of sand on our clothes, shoes or feet, we use the clothes brush to brush it off before entering. If our boots are very muddy, we clean them in the fountains before leaving them on the boot rack.

8- In the entrance hall we speak in a calm and moderate tone.

9- At the end of the school day we wait sitting on the bench until our families come to pick us up.

Outdoor play area:

1- We do not play soccer in walkways or near windows.

2- We don't play in the cubby area.

3- We do not dig holes, without prior authorization from the teachers.

4- The clothes we take off, we take to our cubby. We can strip down to our underwear, but not totally. If we want to go barefoot we take off our socks.

5- We do not hit or mistreat plants. We can pick plants or flowers only if it is justified: for a workshop, discovery interest, material to build a cabin, mixes or for the play kitchen ... and we always ask a teacher beforehand. We do not pick leaves from trees, their branches or fruits unless they are ripe to eat.

6- To climb trees we look at the tree and climb those that we think we can get down by ourselves, taking care not to damage their leaves. If there is a child going down, we wait until it comes down before we go up. We don't climb the very young ones. We do not climb the fig tree or hang things from its branches. We don't hang ropes from trees.

7- We do not kill or mistreat living beings. They can be placed in an observation box for a period of time that does not pose a risk to the animal.

8- We take care of and tidy up the outdoor facilities and the material we use, avoiding leaving it lying about or abandoned in the garden.

9- We avoid wasting water. We don't play with sand in the fountains.

10-We do not go to Milramas.

11- We do not use material for other purposes than they are made for and that could damage them (gymnastic ribbons are not for making zip lines, hoops are not for throwing into the trees, etc.).

12- Los materiales se recogerán guardándolos ordenados en el lugar específico que les corresponda

The materials will be put away keeping them tidy in the specific place that corresponds to them.

Trampoline:

1- We take off our shoes before we get on the trampoline and we leave them neatly on the ground.

2- Maximum two children can jump at a time. In the event that two children of very different weights get on which could offset the jumps, they must go separately.

3- We avoid fights on the trampoline, piggy back or horse riding games, kicking other children, throwing balls at those who are jumping on the mat or from the trampoline out.

Sandbox:

1- We respect each child's play. If a child notifies that he or she wants to keep their construction for one day, it is respected. If not, it is allowed to be destroyed.

2- We avoid taking material from whoever is using it. Whoever took it first uses it and decides if they want to lend it to others. To use it ourselves, we ask if we can and wait until our schoolmate has finished. However, if

someone leaves their shovels or toys forgotten, the other children can take them.

3- We leave the sand in the sandbox without taking it out.

4- We do not throw sand at others.

5- We take care of the material. Everyone who has played in the sandbox puts things away at the end of the school day.

Fights:

1- In fighting games we try not to hurt each other. If the other child is smaller than us, we control our strength more carefully.

2- Fighting games between children of very different ages, size or strength are not allowed.

3- If there is discomfort or we do not want to continue, we can stop or ask the other child to stop the fight.

5- In the case of fighting games with sticks, the stick must not exceed the length of our arm and we do not hit each other on the face, head or body.

#### 2.4. CONSEQUENCES:

In Gándara consequences are associated with the norm or limit that is not being complied with and are intended to help the child assume responsibility for his or her actions or omissions. They are not intended to punish and are not corrective of behavior, causing annoyance in the child "and that they learn their lesson." Instead they seek to be logical and natural consequences related to their actions, in a reasonable way and are anticipated to the children.

In any case, the consequences of continued disrespect of material or space, for example, would be not being able to be in that space or use the installation or materials for a while (that day or also the next day, as

appropriate). If the lack of respect is towards other children, the most common consequence is to stay with the teacher a while (from 5 minutes minimum to half an hour at most) and if the teacher has to continue with his or her daily work, the child will go with him or her. In the event that the child continues with great discomfort, altering the relaxed environment and other children's concentration, the teacher may take the child to a place in the space that is calmer and more withdrawn from others. They will stay there until the child calms down, accompanying his or her discomfort with respect and assertiveness.

### 3. SOCIAL HARMONY RULES FOR THE FAMILIES

The school is the place where most of the activities included in our educational project will take place. In the development of these activities relationships are made between the different members and sectors of the educational community, which in some cases may produce some conflictive situations.

For this reason, it is of vital importance to create a relaxed atmosphere of social harmony that makes cooperation, mutual respect, effective and responsible work possible. Likewise harmonious and peaceful relations, based on respect between all these agents are promoted.

To achieve peaceful social harmony we need the establishment of basic rules that regulate the relationships of all members of the school community that try to prevent or, where appropriate, minimize conflictive situations.

Given the importance of the relationship with families in the life of the Center, we believe it necessary to establish the following rules for social harmony:

#### 3.1. IN RELATION TO COHERENCE IN ACTION

1. Parents must know the Center's basic rules of operation and follow them, encouraging their children to respect these rules and the indications or educational guidelines that teachers give.



2. Promote respect for the other members of the educational community.
3. They should collaborate in the most coherent way possible with the educational work that the school carries out.
4. It will be ensured that the action of the teachers is not discredited in the presence of the children, trying to solve the problems that may arise with the least involvement of the latter.
5. The parents should facilitate the carrying out of common obligations of their children with respect to the Center: punctuality, order, cleanliness, etc., as well as encourage them in the observance of the Community Behavior Standards as an element that contributes to their education.

### 3.2. REFERRING TO COLABORATION

1. The individual information, authorizations and bulletins sent by the Center must be returned signed when required.
2. The parents must provide the school with all the relevant information about their children that makes an understanding of their reality possible.
3. In the case of students, if they have to be leave the Center, they must be picked up in person by an authorized adult, reporting to the secretary.
4. Parents need to justify their children's absence at school.
5. Respect the arrival time and end of the school day, taking into account the children's learning process. If families are going to be late picking up their children, they should notify the secretary. If the delay is more than 5 minutes, the children will remain waiting in the interior spaces or in the secretary's office. In the event of a delay of more than 30 minutes without

receiving news from parents, guardians or any member of the family, the Center will call the family. If the Center does not locate anyone, it will contact Social Services to take care of the minor. If families are going to be late arriving at the Center, we ask them to notify the secretary. In case of repeated delays, the Center will contact the family to discuss the issue and find a solution. When there is reoccurrence, it will go to the guiding teacher to summon the parents. For students who are late, the teacher can decide whether or not to allow them to enter the workshops that have started.

6. When the School calls the parents for a meeting, they should go. In case of disciplinary matters, in the absence of parents, the precautionary measure of non-attendance of the involved student may be taken.
7. Parents will do their best to visit the teachers or members of the Management Team at the established time that is announced to the entire School Community at the beginning of each school year.
8. Parents are asked to get to know, participate and support the evolution of their children's educational process, in collaboration with teachers and educational centers.
9. In case of judicial separation of the parents, they need to justify who is responsible for the guardianship and custody of the children.

### 3.3. IN REFERENCE TO CO-RESPONSIBILITY

1. Parents should cooperate in the monitoring of their sons' and daughters' school work. Likewise, they should distribute and coordinate their children's free and leisure time, especially in regard to reading, games and television.

2. Parents will do their best to provide their children with the means and materials necessary to carry out the activities programmed by the School. They will commit to pay the amount necessary for participating in the field trips.

### 3.4. FAMILIES' RIGHTS PERTAINING TO SOCIAL BEHAVIOR

Mothers and fathers or legal guardians, in relation to the education of their sons or daughters or wards, are holders of the following rights of community behavior:

- a) To be respected and receive adequate treatment by the rest of the educational community.
- b) To be informed about the progress of the learning and the socio-educational integration of their sons or daughters or wards, which will be provided by teachers and members of the management team.
- c) To receive information about the rules that regulate social harmony in the center.
- d) To be heard, in the terms provided by law and in this plan, in the disciplinary procedures for the imposition of corrective measures of behaviors contrary to the social harmony of their sons or daughters or wards.
- e) To participate in their children's educational process through consultations and other direct participation procedures established by the educational Governing Team.

## CHAPTER TWO: RIGHTS AND DUTIES OF MEMBERS OF THE EDUCATIONAL COMMUNITY

### RIGHTS AND DUTIES OF CHILDREN: 1.1. RIGHTS

Children at Gándara International School have the right to:

a) To receive quality education that contributes to the full development of their personality and abilities.

- b) To study.
- c) To the objective evaluation and recognition of their dedication, activities and school performance. For these purposes, they have the right to be informed of the evaluation criteria that will be applied.
- d) Comprehensive education that takes into account their abilities, their personal learning rhythm, effort, motivation, their initiative in learning and individual responsibility.
- e) To an education that favors the acceptance of one's own responsibility in life for the achievement of a free and equal society, as well as the acquisition of healthy life habits, and the conservation and sustainability of the environment.
- f) Respect for one's freedom of thought and one's religious and moral convictions, as well as one's identity, privacy in the treatment of one's personal data, integrity and personal dignity.
- g) To equal opportunities and treatment, through the development of educational policies of integration and compensation.
- h) To the accessibility and permanence in the educational system, in the terms provided in the current legislation.

- i) To freedom of expression, opinion and decision.
- j) To participate in assemblies during school hours pertaining to educational matters that directly affect them.
- k) To protection against all physical or moral aggression and in particular against bullying situations.
- l) To have their health safeguarded.
- m) To move freely through the spaces, respecting limits and rules.
- n) To participate in the operations and life of the school and the use of its facilities.
- o) To know the Spanish Constitution and the Statute of Autonomy for Galicia.
- p) To be informed of their rights and duties, as well as the rules of social harmony established in the school, particularly when they begin their schooling in the center.
- q) Not to be judged, pressured or intervened in their natural processes.
- r) To be autonomous in making their decisions and that be respected.
- s) To be accompanied in their interests, needs and rhythms.
- t) To participate in the creation of the rules of social harmony and in the peaceful resolution of conflicts and, in general, to participate in the

decision-making of the center regarding the social community.

## 1.2. RESPONSIBILITIES

Children at Gándara International School have the following duties:

- Respect the schedule of activities in the center.
- Respect the right to study and the education of their classmates.
- c) Respect the authority and guidance of teachers regarding their education and learning.
- d) Respect freedom of thought, religious and moral convictions and the dignity, integrity and privacy of all members of the educational community, as well as equal rights between men and women and among all members of the Educational Community.
- e) Respect the rules of organization, social harmony and discipline of the educational center and contribute to the development of its educational project and its activities, participating in the life of the center.
- f) Participate and collaborate in the improvement of the school's social harmony and in achieving a suitable relaxed study climate at school.
- g) Participate in the assembly in all that applies to its social community.
- h) Adequately use the facilities and teaching materials, contributing to their conservation and maintenance.
- i) Respect and comply with decisions with the right to show their discrepancy in matters that affect them.

- j) Comply with the instructions of the teachers in risk, emergency and dangerous situations.
- k) Commitment and compliance with the rules of school social harmony.
- l) Attend class on time and with the right material.

## 2. RIGHTS AND DUTIES OF TEACHERS:

### 2.1. RIGHTS OF TEACHERS

- a) Freely perform their educational function according to the characteristics of the position they occupy.
- b) To develop their teaching function in an adequate educational environment in which their physical and moral integrity is preserved in all cases.
- c) Continuous training.
- d) To participate and receive the necessary collaboration to improve the school's social community and the comprehensive education of its students.
- e) To have the necessary powers be recognized in order to maintain an adequate environment of social harmony during classes and complementary and extracurricular activities and services.
- f) To legal protection according to their teaching functions.
- g) To access the necessary training in attention to diversity and school conflict and receive the most appropriate stimuli to promote the involvement of teachers in educational innovation, pedagogical activities and experiences related to positive social community and mediation.
- h) Participate in the development of the Stage Programs.

- i) Develop their methodology in accordance with Stage Program and coordinated with the corresponding seminar.
- j) Freely exercise their evaluating action in accordance with the criteria established in the Stage Programs, in accordance with the pedagogical model of the Entity.
- k) Use the material means and facilities of the school for educational purposes in accordance with the regulations governing their use.
- l) Enjoy the presumption of veracity in the framework of disciplinary processes, in accordance with current regulations.
- m) To be respected and receive adequate treatment by the rest of the educational community.

## 2.2. TEACHER DUTIES

- a) Exercise their functions in accordance with current legislation, the conditions stipulated in their contract and / or appointment and the guidelines of the Governing Board and the Management Team.
- b) Respect and enforce the rules of school social harmony and the identity, integrity and personal dignity of all members of the educational community.
- c) Adopt the opportune and necessary decisions to maintain an adequate environment of social harmony during classes and the complementary extracurricular activities and services, correcting the behaviors contrary to the social harmony of the student body when necessary or making them known to the members of the center's management team.
- d) Actively collaborate in the prevention, detection and eradication of behaviors contrary to social harmony and, in particular, of bullying situations.



- e) Inform mothers and fathers or guardians about the progress of learning and socio-educational integration of their sons or daughters or wards, fulfilling the obligations of availability within the regulation of the hours established in the center.
- f) Inform the heads of the educational center of the alterations of the social harmony, keeping confidentiality and professional secrecy about the information and personal and family circumstances of the students.
- g) Exercise their functions in accordance with current legislation, the conditions stipulated in their contract and/or appointment and the directives the Governing Board and the Entity.
- h) Promote and participate in complementary activities, inside or outside the educational area included in the Annual General Program.
- i) Cooperate in the fulfillment of the objectives of the Educational Project of the Center, and follow in the performance of its functions the guidelines established in the Stage Schedules.
- j) Participate in the elaboration of the specific programming of the area or subject that they teach, within the educational team of the course and the corresponding seminar.
- k) Contribute to the Center's activities in a environment of respect, tolerance, participation and freedom in order to promote the values of a democratic society in students, promoting mutual respect with parents and students.
- l) Promptly comply with the school calendar and time-table.
- m) Continue one's professional development and improvement while also participating in further training in the pedagogical line of the school.
- n) Keep professional secrecy of any information they have access to due to one's condition and job.

- o) Acting as a guiding teacher and orienting the students in educational, academic and professional goals, in collaboration with the families and with specialized services or departments where appropriate.
- p) Coordination of teaching activities.
- q) Participation in the general activity of the center.
- r) Research, experimentation and continuous improvement of the corresponding teaching processes proposed by the Entity of the Center.
- s) Attention to the intellectual, affective, psychomotor, social and moral development of students and their needs.
- t) Participation in the evaluation plans determined by the Center.
- u) Participation in the planned actions in the Center's Community Behaviour Plan in the terms contemplated therein.
- v) Loyal participation in the improvement, educational innovation and quality management plans assumed in the Center.
- w) Attend the Cycle and teacher team meetings.
- x) Other duties that may be assigned by the Head Entity of the Center.
- y) Other duties determined by current regulations.

### 3. RIGHTS AND DUTIES OF THE FAMILIES.

#### 3.1. RIGHTS

The families have the right to:

- a) Be respected, considerate and be treated appropriately by all the staff of the Educational Community.
- b) Participate in the educational process of their sons and daughters, supporting their teaching and learning process.
- c) Be regularly informed about the academic development and socio-educational integration of their sons and daughters.
- d) Be heard in decisions that affect the academic progress of their sons and daughters.
- e) Be informed of the evaluation criteria that will be applied to their sons and daughters.
- f) Be informed promptly of any of their sons and daughters school absences.
- g) Sign an Operating Contract with the center to ensure proper monitoring of the learning process of their sons and daughters.
- h) Made aware of the Annual Plan and the Educational Project of the Center.
- i) Be assured that the type of education defined in the Center's Educational Project be taught at the Center.
- j) Be informed of the rules of community behavior established in the center.
- k) Receive timely notification of contrary or seriously detrimental behaviors carried out by their sons and daughters.

- l) Sign a possible Community Behavior Commitment with the center, in order to establish coordination mechanisms with the teaching staff and with other professionals who assist the student who presents behavioral problems or acceptance of school rules, and to collaborate in the application of the measures proposed to overcome this situation.
- m) Receive information on the activities and operating regime of the school, as well as their evaluations.
- n) Receive information about the teaching materials used at the center.
- o) Participate in the life of the center, in meetings that are held and in the parents' associations that may be established.
- p) Use the school facilities in the terms established by the Governing Board.
- o) Be received by the teachers of the Center at the established times.

### 3.2. DUTIES

The duties of the families are:

- a) Fathers, mothers or legal representatives must do their part in collaborating adequately with the Center, in order to achieve greater effectiveness in the educational task. To this end, they will attend the interviews and meetings to which they are called by members of the Management Team, Guiding teacher and teachers to discuss matters related to the education of their children.
  
- b) Take the necessary measures so that their children attend class regularly.

- c) Inform educators of those aspects of their children's personality and circumstances that are relevant to their education and integration in the school environment.
- d) Respect the rules of organization, community behavior and discipline of the center.
- e) To ensure that their sons and daughters take care of and keep the school's learning materials in good condition.
- f) Comply with the obligations contracted in the possible Community Behavior Commitments, and that would have been signed with the school and in the Educational Commitment Agreement.
- g) Actively participate in the activities established by virtue of the educational commitments that the Center establishes with the family.
- h) Notify, in writing, of any absences or tardiness of their children.
- i) Be aware of and respect the center's Rules of Organization and Community Behaviour in those aspects that concern them, as well as collaborate in the prevention and correction of behaviors contrary to social harmony.
- j) Participate in the foreseen actions of the Center's Community Behaviour Plan as it is contemplated.

- k) Accept the decisions that are adopted by the governing bodies of the Center within the framework of the IRR.
- l) Responsibly exercise the powers bestowed upon parental authority.

## 4. RIGHTS AND DUTIES OF ADMINISTRATIVE AND SERVICE PERSONNEL

### 4.1. RIGHTS

- a) Be a member of the Educational Community.
- b) Be informed about the objectives and general organization of the Center and participate in its execution in what affects them.
- c) To be respected, receive adequate treatment and be valued by the rest of the educational community and society in general in carrying out their duties.
- d) To carry out their duties in a suitable environment in which their physical and moral integrity is preserved at all times.
- e) To participate, in the improvement of school social harmony.
- f) The other rights established in the legislation of the working staff that may be applicable.

### 4.2. DUTIES

- a) To carry out their duties according to the conditions stipulated in their contract and/or appointment. Seek personal improvement and professional development. Respect and collaborate ensuring that the rules of school community behaviour and the identity, integrity and personal dignity of all members of the educational community are respected.

- b) Actively collaborate in the prevention, detection and eradication of behaviors contrary to social harmony, in particular bullying situations.
- c) Inform the heads of the educational center and, where appropriate, the Educational Administration of alterations to its social harmony, keeping confidentiality and professional secrecy about the information of personal and family circumstances of the students.
- d) Keep secrecy and confidentiality regarding actions related to the educational field of which one has knowledge.
- e) Carry out their duties according to the conditions stipulated in their contract and / or appointment. Ensure personal improvement and professional development.
- f) The obligations established in the legislation of the labor personnel that may be applicable.

### CHAPTER THREE: PROTOCOL FOR THE DETECTION OF BREACHING OF COMMUNITY BEHAVIOR RULES

Procedures for collecting incidents in social harmony: in Primary incidents and data pertaining to social harmony will be collected:

- Verbally at group assemblies.
- Through direct observation of the teachers of the group.
- By registering on the conflict log sheets. The conflict sheets will be reviewed weekly by the Head of Studies. When the conflicts are very serious or seriously threaten the safety and integrity of the rest of the members of the educational community, the teachers will inform the guiding teacher and the Director, who will follow the procedure

described in the School Behavior Policy.

- In interviews with families.

## CHAPTER FOUR: CONDUCT THAT GOES AGAINST SOCIAL HARMONY AND CORRECTIONS FOR ITS NONCOMPLIANCE

### 1. GENERAL PRINCIPLES

1. The processes of correction of student behaviors contrary to school social harmony are part of their educational process. In general, the corrections that are applied for the noncompliance of the community behavior rules must meet the following requirements:

a) They will have a positive educational character.

b) They will guarantee respect for the rights of the rest of the student body and will seek to improve social harmony in the educational center.

c) Contribute to the student assuming their personal responsibility of the said duties. They also contribute to the student improving their relationship with all members of the school community and inclusion into the educational center.

e) That the imposition of the corrections foreseen in this section proportionally respect the conduct of the students and also contributes to the improvement of their educational process.

1. Dialogue and conciliation will be the usual and preferred strategies for conflict resolution in the school environment.



2. When necessary, appropriate psycho-pedagogical assistance and guidance will be provided to victims and aggressors.
3. The student victims of bullying will be guaranteed the protection of their integrity and personal dignity and their right to education. The victim's interest must always take precedence over any other consideration in the treatment of these situations. This protection will be guaranteed through precautionary measures that prevent the threat, control or contact between the victim and those causing the harassment situation.
4. Failure to comply with the rules of social harmony will be assessed before the imposition of the correctional consequences, taking into account the age and personal, family or social circumstances of the corrected student. For these purposes, the reports deemed necessary of the aforementioned circumstances may be collected and, where appropriate, the mothers and fathers, or the legal guardians, or the competent public authorities be recommended to adopt the necessary measures.
5. No student may be deprived of the exercise of their right to education, nor, in the case of compulsory education, of their right to schooling. For these purposes, the deprivation of the right to education shall not be understood as the imposition of the corrections provided for in this section that suppose the suspension of class attendance.
6. Corrections contrary to the physical integrity and personal dignity of the student may not be imposed.

7. In the case of underage or not emancipated students, their parents or legal representatives must have timely information on the corrections of behaviors that affect them, in the terms provided in Decree 8/2015, of January 8.

## 2. CLASSIFICATION

The behaviors contrary to social harmony are classified into behaviors that are seriously detrimental to social harmony and those that are mild behaviors contrary to social harmony.

When any member of the educational community understands that an action may constitute a crime or misdemeanor they must notify the management of the educational center in order to remit it to the Public Prosecutor, without prejudice to taking the appropriate precautionary measures.

## 3. SCALE OF CORRECTIVE MEASURES

The following criteria will be taken into special consideration for the scale of the corrective measures provided in this section:

- a) Spontaneous recognition of the incorrect nature of an act and, where appropriate, equally spontaneous compliance with the obligation to repair the damages produced in the terms provided in this plan and in the applicable legislation.
- b) The possible intentionality of repetition of a certain behavior.
- c) The spreading of the behavior or offensive act by any means, including: electronic, telematic or technological, or its images.
- d) The nature of the damage caused.
- e) The particularly vulnerable character of the victim, if it were a student, taking into consideration their age, if they were recently incorporated into the center or any other circumstance.

Therefore these are circumstances that mitigate the responsibility:

1. Spontaneous recognition of misconduct, as well as spontaneous repair of the damage caused.
2. The lack of intentionality.
3. The request for forgiveness.

The following are circumstances that make the responsibility more serious:

1. Premeditation.
2. When the person against whom the offense is committed is a teacher.
3. Damages, injuries or offenses caused to non-teaching personnel.
4. Actions that imply discrimination on the basis of birth, race, sex, ideological or religious convictions, physical, psychological or sensory disabilities, as well as any other personal or social condition, and the especially vulnerable character of the victim, being male or female, due to their age, recent incorporation to the center or any other circumstance.
5. The incitement or encouragement of a group act of harm towards other members of the educational community.
6. The nature and entity of the damages caused to the center or to any of the members of the educational community.

#### 4. RESPONSIBILITY Y REPAIR OF DAMAGES

1. Students are obliged to repair or to bear the economic cost of damages caused, individually or collectively, intentionally or negligently, to the facilities

and materials of educational centers, including computer equipment and software, and the property of other members of the educational community. Likewise, they are obliged to return any stolen items or if not possible, to compensate their value. Mothers and fathers or guardians are civilly liable in the terms provided by current legislation.

2. When conduct typified as physical or moral aggression is incurred, the moral damage caused must be repaired through the presentation of asking for forgiveness and the acknowledgment of responsibility for the acts, either in public or in private, (as appropriate, considering the nature of the facts and in accordance with what determines the resolution to correct the conduct.

3. This established liability and damage repair regime is compatible with the corrections, if applicable.

## 5. CORRECTIVE SCOPE.

Student behavior contrary to school social harmony that occurs in any type of activity that takes place on the school campus or during complementary and/ or extracurricular activities that takes place outside the aforementioned campus, as well as during the provision of dining services and school transportation must be corrected.

Likewise, the behavior of the students produced outside the school grounds that are directly related to school life and affect other members of the educational community may be corrected.

## 6. FORMAL ASPECTS OF CORRECTIVE PROCEDURES

1. In the carrying out of the correction of behavior contrary to social harmony, the verification of facts constituting seriously detrimental conduct to social harmony regulated in point 7 below, must be formalized in writing, after processing the correction procedures regulated in this chapter.

2. Except if proven otherwise, the document establishing the facts is considered sufficient proof of these and therefore, will be considered true in accordance with the provisions of article 11.2 of Law 4/2011 of social harmony and participation of the educational community, and must at least contain the following data:

a) Lugar, fecha y hora de la comisión de la acción u omisión que da lugar al procedimiento. Place, date and time of the action or omission that gives rise to the procedure.

b) Description of the action or neglect that determines the initiation of the procedure.

c) The rule that is considered violated, without this implying the definitive legal category of the action or neglect that gives rise to the procedure.

d) Name, address and academic information of the student involved in the procedure, and identifying information of their parents or legal representatives.

e) The identification of the people who witnessed the action or neglect that gave rise to the procedure or who could provide information of interest to verify the facts, if applicable.

f) Identification and signature of the teacher who draws up the document.

3. The mother, or father, or legal guardian of the student will be notified of the initiation of the procedure with an indication of the behavior motivating it, the corrections that may correspond and the name of the teacher.

4. The summoning of the student, or their parents or legal representatives, will be issued by whichever means of immediate communication that allows a reliable record of having been made and its date.

5. The non-appearance without just cause of the students or of their parents or legal representatives, or the refusal to receive communication or notifications, will not prevent the continuation of the correction process.

6. The hearings and appearances of parents or of legal guardians of minors in the procedures regulated in this chapter are mandatory. Repeated and unjustified neglect will be communicated to the competent authorities, to the effect of possibly considering it as a breach of the duties inherent to parental authority or guardianship.

7. The resolution of the procedure will be notified to the mother or father, or legal guardian of the student, or the student, if they are of legal age, within a maximum period of twelve school days from when the facts that led to the initiation of the procedure were known. Additionally, the Educational Inspectorate will be notified.

## 7. SERIOUSLY HARMFUL BEHAVIORS TO SOCIAL HARMONY

Seriously harmful behaviors to social harmony:

- a) Physical or psychological attacks, insults, slander and serious offenses, use of nicknames, threats, coercion, contempt, verbal or physical attacks, harassment and intimidation. Teasing of personal opinions, thoughts, ideas or feelings will also not be accepted.
- b) Acts of serious discrimination against members of the educational community on the basis of birth, race, gender, sexual orientation, economic capacity, social status, political, moral or religious convictions, physical, sensory or psychological disabilities, or any other personal condition or social circumstance.

- c) Individual or collective acts of defiance of the authority of teachers and administrative and service personnel that constitute serious indiscipline.
- d) The recording, manipulation or dissemination of images or information by any means that violate the right to honor, dignity of the person, personal and family privacy and the image of other members of the educational community.
- e) Actions that constitute bullying in accordance with the provisions of article 28 of Law 4/2011, of June 30.
- f) The impersonation in acts of teaching and the falsification or theft of academic documents will be considered serious offenses.
- g) Serious damage caused intentionally or severe carelessness of the facilities and materials of the educational centers, or to the property of other members of the educational community or third parties, as well as theft.
- h) Unjustified acts that seriously disturb the normal development of the activities of the center, including those of a complementary and extracurricular nature.
- i) Acts that are seriously detrimental to the health and personal integrity of members of the educational community of the center or their incitement.
- j) The carrying of any object, substance or product that is seriously dangerous to the health or personal integrity of any member of the

educational community. In any case, the resistance or refusal to deliver the objects referred to in the third section of article 11 of Law 4/2011, of June 30, when it is required to do so by the teachers, will be considered a serious indiscipline. (Art 11.3: Teachers are empowered to require students, within the school premises and also during the performance of complementary and extracurricular activities, to hand in any object, substance or product that they carry and that is expressly prohibited by the rules of the center, that is dangerous for their health or personal integrity or that of the other members of the educational community or may disturb the normal development of educational, complementary or extracurricular activities.) The requirement provided in this section obliges the student to immediately hand over the object, which will be deposited by the teaching staff at the center's address with due guarantees, remaining at the disposal of the mother or father or the legal guardian, if the student who carries it is a minor, or the student if they are over 18 years of age, after the end of the school day or the complementary or extracurricular activity, all without prejudice to disciplinary corrections that could correspond.

- k) The repetition of mild behaviors contrary to social harmony occurring within the same school year.
  
- l) Failure to comply with the sanctions imposed.

m) Those that qualify as such in the current legislation.

## 8. CORRECTIVE MEASURES FOR GRAVELY HARMFUL BEHAVIOR

1. Conduct that is seriously detrimental to social harmony may be corrected by:



- a) The carrying out of tasks that contribute to the improvement and development of the center's activities.
- b) Suspension of the right to participate in the extracurricular activities of the Center for a period of between two weeks and one month.
- c) Suspension of the right to attend school for a period of four school days to two weeks. During the duration of the suspension, students must carry out the work determined by the teachers to avoid interruption in their education.
- d) Temporary suspension of the right to attend the center for a period of between four school days and one month. During the time that the suspension lasts, the students will have to carry out the duties or works that are determined to avoid interruption in the training process.
- e) Expulsion from the School.

2. Those behaviors that violate the personal dignity of other members of the educational community, that have as their origin or consequence discrimination or harassment based on gender, sexual orientation or identity, or a racial, ethnic, religious, belief or disability origin, or that are carried out against the most vulnerable students due to their personal, social or educational characteristics will be classified as seriously damaging behaviors and will be associated with corrective measures those established in sections d) or f) of the previous section.

## 9. IMPLEMENTATION OF CORRECTIVE MEASURES

1. The center's management at the proposal of the person instructing the correction procedure, will impose the corrections listed in section 8 above on the student, in accordance with the procedures set forth in section 13 of chapter IV of title VI of this plan.

2. A student may be readmitted to classes or to the center before the established suspension period ends if the management confirms that there has been a positive change in their attitude and behavior. The reasons or motives that allow the school to appreciate the aforementioned change in the student's attitude and behavior shall be recorded in writing in the corresponding file.

10. BEHAVIORS THAT ARE MILDLY DISRUPTIVE TO SOCIAL HARMONY  
Behaviors that are mildly disruptive to social harmony are considered to be the following:

a) Behaviors typified as aggression, injury or offense in section a), acts of discrimination in section b), acts of indiscipline in section c), damages in section g), unjustified acts in section h) and harmful actions described in section i) of article 15 of Law 4/2011 that do not reach the severity required in said precept.

*Article 15 of Law 4/2011 of June 30: behaviors considered seriously detrimental to social harmony in educational centers:*

*Physical or psychological attacks, insults, slander and serious offenses, use of nicknames, threats, coercion, contempt, verbal or physical attacks, harassment and intimidation.*

*b) Acts of serious discrimination against members of the educational community on the basis of birth, race, gender, sexual orientation, economic capacity, social status, political, moral or religious convictions, physical, sensory or psychological disabilities, or any other personal condition or social circumstance.*

*c) Individual or collective acts of defiance of the authority of teachers and administrative and service personnel that constitute serious indiscipline.*

*g) Serious damage caused intentionally either by gross negligence to the facilities and materials of educational centers as well as their theft, including computer equipment and software, or to the property of other members of the educational community or third parties.*

*h) Unjustified acts that seriously disturb the normal development of the activities of the center, including those of a complementary and extracurricular nature.*

*i) Acts that are seriously detrimental to the health and personal integrity of the members of the educational community of the center, or incitement of them.)*

b) To carry any object, substance or product expressly prohibited by the school rules as dangerous to the health or personal integrity of the students or other members of the educational community or that disrupts the normal development of teaching, complementary or extracurricular activities, when it does not constitute conduct seriously detrimental to social harmony in accordance with section j) of article 15 of Law 4/2011, of June 30.

c) The unjustified absence from class and the repeated lack of punctuality, in the terms established by the rules of social harmony of Gándara International School.

d) The repeated school attendance without the necessary material and equipment to actively participate in the development of the classes.

e) Those that are classified as such in the current legislation.

## 11. CORRECTIVE MEASURES FOR MILD BEHAVIORS

Mild conduct contrary to social harmony can be corrected by the following measures:

- a) Private or written warning.
- b) Immediate appearance before the head of studies.
- c) The carrying out of specific work during school hours.
- d) Carrying out tasks that contribute to the improvement and development of the centre's activities during non-school hours.
- e) Suspension of the right to participate in extracurricular or complementary activities of the center for a period of up to two weeks.
- f) Suspension of the right to attend certain workshops for a period of up to three school days. During the duration of the suspension, students must carry out the work that is determined to avoid interruption in their educational process.
- g) Temporary suspension of the right to attend the center for a period of up to three school days. During the duration of the suspension, students must carry out the work that is determined to avoid interruption in the training process.

## 12. THOSE RESPONSIBLE FOR THE IMPLEMENTATION OF THE CORRECTIVE MEASURES

1. The imposition of corrective measures for minor behaviors contrary to social harmony will be carried out:

- a) The student's guiding teacher, having knowledge of this and reporting to the head of studies in the case of the measures provided for in sections a), b) and c) of section 11 of this chapter.
- b) The student's guiding teacher, having knowledge of this and reporting to the head of studies or person who exercises equivalent functions, in the case

of the measures provided for in sections a), b), c) and d ) of section 11 of this chapter.

c) The principal, after having heard the student, and their teacher, in the case of the measures provided for in sections a), c), d), e) of section 11 of this chapter.

d) The person in charge of the management of the center, after having heard the student and his / her teacher, in the case of the measures provided for in sections f) and g) section 11 of this chapter. The imposition of these corrective measures will be communicated to the mother or father or legal guardian of the student, as well as to the Governing Board, before they become effective .

### 13. REQUEST FOR REVIEW AND EXECUTION OF CORRECTIVE MEASURES

1. The parents or legal representatives of the minors to whom the corrective measures of a conduct contrary to the rules of social harmony contained in sections f) and g) of section 11 of this chapter are applied, may show their disagreement with the said application. It must be done in writing within a period of two school days, addressed to the management of the center, which after analyzing and evaluating the allegations presented, will ratify or rectify the corrective measure.

2. The resolution that imposes any of the corrective measures referred to in the preceding paragraph, as well as the rest contained in section 11 of this chapter, shall be immediately enforceable.

### 14. PROCEDURES FOR THE IMPOSITION OF CORRECTIVE MEASURES OF SERIOUSLY HARMFUL BEHAVIORS

1. The correction of behaviors that are seriously detrimental to the social harmony of the center requires the instruction of a corrective procedure and may be carried out through two different procedures: reconciled or common.
2. One or the other procedures in relation to school social harmony will be used depending on the following: the specific characteristics of the behavior to be corrected, the circumstances in which it occurs and the age, personal, family or social circumstances of the student and their background.
3. It falls to the management of the center to decide the instruction and the procedure to be followed in each case after collecting the necessary information.
4. The management of the center will inform the guiding teacher of the corrected student and / or the Governing Board of the behaviors seriously detrimental to social harmony that were corrected.
5. The educational center will record the correction of behaviors that are seriously detrimental to social harmony in order to keep track of the recurrence of behaviors, where appropriate.

## 15. DETERMINATION OF THE CORRECTION PROCEDURE

1. Once having knowledge of the facts or conduct that will be corrected, the management of the center may agree to open a prior information period if it deems it necessary. This is to gain more precise awareness of the specific circumstances in which the conduct to be corrected occurred, and the opportunity or not to apply the reconciled procedure. This prior information must be made within a maximum period of two school days from when the facts became known.
2. The management of the center, advised by the person who holds the leadership of the guidance department and by the guiding teacher of the student to be corrected, where appropriate, will analyze and assess the

behavior produced. They will take into account how it was produced, the age and personal, family or social circumstances of the student and their background in relation to school social harmony.

3. On initiation of the procedure, or at any time during its instruction, the administration, in view of the repercussions that the conduct of the student or the student could have on school social harmony, may adopt the provisional corrective measures it deems appropriate. Provisional measures may consist of the suspension of the right to attend certain classes, activities or the center for a period not exceeding three school days.

4. In view of the conclusions obtained in the assessment, the management of the center will determine the most appropriate correction procedure for each case, bearing in mind that, whenever the necessary circumstances occur, the correction of behaviors seriously detrimental to social harmony will be promoted by the reconciliation procedure. Likewise, whenever possible, the conciliation between the student and the other members of the educational community whose rights were violated, and the voluntary reparation of the material or moral damages produced should be attempted.

## 16. INITIATION OF THE CORRECTIVE PROCEDURE

1. Within three school days, starting from when becoming aware of the conduct deserving correction, the management of the center will notify this in writing to the parents or legal representatives of the minor. If they meet the requirements for this, it will give them the possibility of correcting it through the reconciliation procedure. Thus they will be informed of its peculiarities and the duties that it entails. Otherwise, they will be notified of the use of the common procedure for their correction.

2. In cases where the student or parents or legal representatives are offered the possibility of correction of the conduct through the reconciliation procedure, they will communicate the acceptance or non-acceptance of this procedure in writing to the management of the center within one school day

following the receipt of the notification. If nothing is communicated to the management of the center within that period, the common procedure will be applied.

3. Regardless of the correction procedure to be used, the management of the educational center will designate a teacher to act as instructor of the correction procedure.

4. The management of the educational center should entrust the instruction of the corrective procedures to teachers who know the center and its educational community well and, if possible, who have experience or training in school social harmony, mediation and conflict resolution in schools.

5. The instructor will have the following functions:

a) Undertake as many procedures as they deem necessary to verify the conduct of the student and to determine the severity and degree of responsibility.

b) Safeguard the documents and effects made available to them during the investigation.

c) Propose to the management of the center the adoption of the provisional measures that they consider pertinent, the corrective measures that will be applied and, if appropriate, the reparative educational measures referred to in section 4 of this chapter.

d) If, after having made inquiries, the teacher considers that it is not appropriate to correct the conduct, he or she should propose to the management of the center to file the proceedings.

6. The initiation of the procedure as well as its resolution will be notified in the manner provided in numbers 3 and 7 of section 6 of this chapter.

## 17. RECONCILIATION PROCEDURE



1. The reconciliation procedure aims to promote the involvement and commitment of the corrected student and their family, offer the possibility that the aggrieved person feels valued, help to agree on corrective measures and facilitate the immediacy of educational correction.

2. The reconciliation procedure may be applied if the following requirements are met:

a) That the student responsible for any of the behaviors that are seriously detrimental to social harmony recognizes the seriousness of their behavior, and is willing to repair the material or moral damage caused and comply with the corresponding corrective measures.

b) In the event that there are other members of the educational community affected by their conduct, they show their agreement to use this procedure.

3. The reconciliation procedure will not proceed in the following cases:

a) When it is appreciated that the behavior presents a special and notorious seriousness.

b) When the parents or legal representatives of the aggrieved minor do not communicate their willingness to make themselves available to the reconciliation procedure.

c) When this correction procedure has already been used during the same school year, with the same student in order to correct similar behavior.

4. The reconciliation procedure requires the instruction of a corrective procedure, in accordance to the provisions of this Plan and applicable legislation.

## 18. DEVELOPMENT OF THE RECONCILIATION PROCEDURE

1. When the parents or legal representatives of the minor choose to correct the conduct through the reconciliation procedure, the management will

summon the teaching person designated as instructor of the corrective procedure and the affected persons to a meeting, within a maximum period of one school day starting from the end of the term for communication of the chosen option.

2. At the meeting, the instructor will remind those affected and their parents or legal representatives, that they are participating in a reconciliation procedure to which they voluntarily submitted, and that this means abiding to the agreement derived from the same. It will also warn the student and, where appropriate, their legal representatives that the statements made will become part of the corrective procedure file in the event that reconciliation is not reached.

3. Subsequently, the instructor will present and assess the behavior that is the subject of correction, emphasizing the consequences it had on school life and on the other members of the educational community and, having heard the parties, will propose some corrective measures for that conduct. Next, the instructor will listen to the student and to the summoned people to express their opinions on the conduct to be corrected and make the appropriate considerations of its correction.

4. An apology request by the student will be taken into account as a circumstance determining their responsibility, when determining the corrective action to be taken.

5. Finally, the people participating in the procedure must agree on the corrective measure that they consider most appropriate for the conduct of the student and, if appropriate, the reparative educational measures referred to in section 4 of this chapter. There must be written proof of compliance of the corrective measures agreed on by the student who is the author of the conduct and the aggrieved person and their parents or legal representatives.

6. The agreement agreed upon by the parties will be ratified by the person holding the direction of the center.

7. Failure by the student to comply with the agreed corrective measures will lead to the correction of their behavior through the common procedure.

8. The reconciled procedure will end once the agreement between the parties has been obtained. In the event that the agreement is not reached, the correction will continue through the common procedure developed in accordance with the provisions of section 21 of this chapter.

## 19. INTERVENTION OF A MEDIATOR IN THE RECONCILIATION PROCEDURE

1. In the reconciliation procedure, a mediator will act in the manner established in this plan.

2. The mediator will not replace the instructor of the procedure, but will collaborate with her to achieve positive rapport between the affected people and their consensus on the corrective measure to be applied.

3. The functions that the mediator may perform in this procedure will be the following:

a) Contribute to the reconciliation process.

b) Help each of the affected people understand what the interests, needs and aspirations of the other parties are in order to reach understanding.

c) Support adequate compliance with what was agreed on in the reconciliation procedure.

## 20. COMMON PROCEDURE:

1. The common procedure for social harmony of the center will be used when the student or, where appropriate, the parents or legal representatives of the latter choose it, or when it is not possible to develop the reconciliation procedure.

2. The common procedure requires the instruction of a corrective procedure, in accordance to the provisions of this plan.
3. The person acting as the principal of the teaching center will be allowed to initiate the procedure at the request of the teaching staff or of the guiding teacher of the student or of the person who occupies the head of studies or due to prior complaint from other members of the educational community.

## 21. DEVELOPMENT OF THE COMMON PROCEDURE

1. The person responsible for the processing of this corrective procedure will be a teacher from the center designated as an instructor.
2. The instructor must specify in the file, the type of conduct of the student, as well as the corresponding correction based on the proven facts, the concurrent circumstances and their degree of responsibility.

The instructor will have five school days for the instruction of the corrective procedure, starting from its appointment.

3. In the initiation agreement itself or at any time during the processing of the procedure, the person in charge of the management of the center may adopt, motivated by his own initiative or at the request of the instructor, the suspension of the right to attend the center or to certain classes or activities as provisional measures, for a period not exceeding five school days. The adoption of provisional measures will be notified to the mother or father or the guiding teacher of the student.
4. After the instruction of the procedure, the instructor will formulate the resolution proposal and give an audience to the student and the parents or their legal representatives, summoning them to a meeting that will take place within a maximum period of three school days starting from the receipt of the

summons. In the aforementioned appearance, they will be able to access all the proceedings and the result will be issued in the minutes of the meeting.

## 22. CLAIMS AND EXECUTION OF MEASURES

1. In view of the proposal of the instructor, the management of the center will dictate the written and reasoned resolution of the correction procedure, which will consider at least the following contents:

a) Proven Facts.

b) Where appropriate, circumstances that reduce or accentuate liability.

c) Corrective measures to be applied and obligation to repair damages.

d) Possibility of requesting the review of the corrective measure imposed from the Governing Board, within two school days from receipt of the resolution.

2. The management of the center will notify the student and the parents or their legal representatives and the resolution adopted in writing within one school day from the receipt of the proposal from the instructor. They will also send it to the Governing Board of the Center.

3. Corrections imposed by the management of the center in relation to behaviors seriously detrimental to social harmony may be reviewed by the Governing Board at the request of the parents or the student's legal representatives.

4. Measures will be decided on to monitor the causes of the harassment situation that prevent the continuation of possible harassing behaviors.

5. The corrections that are given by this procedure will immediately be executable.

## 23. EDUCATIONAL COMMITMENTS FOR SOCIAL HARMONY

### 23.1. DEFINITION

1. In all cases of conduct contrary to social harmony, even when there is no conciliation due to the non- acceptance of apologies by the injured person or persons, the application of the corrective measures adopted may be suspended if the student corrected or, where appropriate, the parents or their legal representatives sign an Educational Commitment for Social Harmony. It is a preventive measure to avoid situations of alteration of social harmony or its aggravation.

2. The educational commitment for social harmony must clearly detail that which the student agrees to or, where appropriate, their parents or legal representatives. Additionally it will detail the training actions for social harmony, prevention and modification of behavior, which will be carried out. Likewise, the communication and coordination mechanisms with the center will be included.

3. Failure to comply with the commitments acquired by the student or, where appropriate, by their parents or legal representatives will determine the immediate application of the suspended corrective measures.

## 23.2. SITUATIONS IN WHICH THE MEASURE MAY BE APPLIED

1. Students who repeatedly do not accept the rules of the classroom or the center.

2. Students who repeatedly present behaviors contrary to the rules of social harmony.

3. Students with repeated unjustified absences or unpunctuality.

4. Students with attention and learning problems that lead to behavior problems that significantly and repeatedly alter social harmony.

5. Students with difficulties in school integration.

## 23.3. COMMITMENTS OF THE FAMILIES

Possible commitments to be made by families:

1. Daily and punctual attendance of the student at the center.
2. Collaboration with the center for intervention and support in the student's situation and monitoring the changes that occur.
3. Provide the information requested by the center and preparation of periodic reports on the student's evolution.
4. Periodic interviews with the student's guiding teacher to find common ways of action.
5. Collaboration to improve the perception by the students of the center and the teaching staff.

#### 23.4. COMMITMENTS OF THE CENTER

May include:

1. Daily control and information to the family about the absence of the students.
2. Provide the student with the necessary resources to carry out their activities and tasks at the center.
3. Monitoring of changes that occur in the attitude of the student and give information to the family.
4. Application of individualized preventative measures, adapted to the student to improve the attitude of students.
5. Periodic established meetings between the guiding teaching and the family.
6. Meetings between the person responsible for the orientation in the center and the family.

7. Facilitate the pedagogical support necessary to achieve the student's school integration fully.

8. Others:

### 23.5. PLAN OF ACTION

The initiative to sign a Social Harmony Commitment corresponds to: referral to families of daily reports of behavior, moderation or paralysis of the disciplinary measures adopted, etc.).

The Guiding Teacher

The Student's Legal Representatives and the Management Team

The Social Harmony Commitments will establish the measures and specific objectives that are agreed upon, the obligations assumed by each of the parties, and the date and channels for evaluating this measure. Likewise, the possibility of modifying the Commitment will be recorded, in case of non-compliance by any of the parties or that the measures adopted do not give the expected result.

Once signed (according to the model included in an annex) the guiding teacher will give it to the principal, who will verify its adaptation to this Policy and introduce the appropriate modifications. Once this is done, the guiding teacher will give the go-ahead for its signing.

The commitment will be understood as valid once signed by the guiding teacher and the student's legal representatives.

The Management Team will communicate the Commitments signed and the monitoring of those that are being enforced quarterly to the Governing Board.

Each teacher will assess the behavior of the student, may make the observations they deem appropriate and will transfer all of this information to the guiding teacher.



In the terms established in the Commitment, the guiding teacher will analyze the evolution of the student together with the family, thus involving the families in the entire process.

Meetings will be held with the agreed upon periodicity with the parents of the students involved, to inform them of the child's evolution and learn about the progress made in the commitments made by the family. This will be recorded in writing and the guiding teacher will notify the principal in order to transfer to the Governing Board, which must monitor the process and evaluate it.

### 23.6. MONITORING AND EVALUATION

The duration of the Social Harmony Commitments will be established according to the objectives to be achieved and the profile and needs of each student with whose family they agree upon. In principle, the usual duration will be a term that may be extended to the entire academic year if necessary, and may not exceed the duration of one school year.

The guiding teacher will also coordinate this measure with others contemplated in the School Behavior Policy. The monitoring will be carried out by the guiding teacher with the pertinent reports from the rest of the Teaching Staff. The Management Team and the Governing Board will guarantee the effectiveness of the Social Harmony Commitments that are signed in the center and will propose the adoption of measures and initiatives in case of non-compliance, among which the cancellation of the same may be contemplated. The guiding teacher will present a quarterly monitoring report to the Management Team, as well as an evaluation report at the end of the period of the commitment.

In case of non-compliance with the Social Harmony Commitment, the guiding teacher will inform the Teaching Staff and the principal so that he or she can transfer the facts to the Management Team. The guiding teacher will present a report that reflects the characteristics of said non-compliance as well as a proposal of measures and initiatives to be adopted.

The Governing Board will adopt the appropriate measures, which could include the cancellation of the commitment or the recommendation to the principal to apply the appropriate corrective measures.

The following are causes of cancellation:

Breach of the obligations assumed by the family.

Lack of improvement in the student's behavior.

In case of cancellation of the commitment, said cancellation will be communicated to the family and guiding teacher.

The cancellation supposes the standstill of the measures adopted, unless the Governing Board determines otherwise.

#### 24. TIMEFRAME OF CORRECTIVE BEHAVIOR

1. Behavior that is seriously detrimental to social harmony in educational centers, described in this policy, will be given corrective measures that will be put in place during four months after their commission and minor conducts contrary to social harmony, will have corrective measures for one month.

2. The time period will begin from the day the conduct is carried out, except in the case of continued conduct, in which case the corrective time frame will not begin until the conduct ceases.

3. In the case of conduct that is seriously detrimental to social harmony, the prescription will be interrupted by the initiation, with the knowledge of the interested party, of the procedure to correct the conduct, resuming the calculation of the prescription period in the event of the expiration of the process.

4. The corrective measures carried out for behaviors seriously detrimental to social harmony in educational centers are limited to one year after their

imposition. Corrective measures for minor conduct contrary to social harmony prescribe four months after their imposition.

## 25. MEDIATION

1. Mediation is an impartial intervention strategy for conflict resolution in which a third person helps the parties involved to reach a satisfactory agreement for both. It is therefore a procedure that requires a free and explicit agreement between those involved, to engage in a mediation process with the help of an independent and neutral third party. It is a means of conflict resolution that favors dialogue, reflection and mutual agreement and commitment. It is thus proposed as a tool for approaching positions, reuniting and anticipating and preventing insurmountable misunderstandings.

2. Mediation is based on the following principle:

- Willingness: participants are free to participate in it and withdraw from the process at any time.
- Impartiality of the mediator, who will help the participants to reach an agreement among themselves, without imposing any solution or taking sides of any of the parties. Furthermore, the mediator may not be directly involved in any of the events of the conflict.
- The mediator has the duty to provide the parties with all the information necessary for them to understand the mediation process and its dynamics.
- The mediator should have appropriate training in this area. (Active listening, CNV, Mediation and peaceful conflict resolution ...)
- Confidentiality: participants must keep the confidential information they obtain secret, except in the cases planned in current legislation.
- Very personal nature: the people involved in the process must personally attend the meetings.

3. In accordance with the provisions of the applicable legislation and without prejudice to the procedures for correcting behaviors that are seriously detrimental to social harmony, expressly regulated in this Plan, the Center may use mediation as a preventive, resolute and restorative strategy in the management of any conflict between members of the educational community.

4. Mediation may be used in any conflict between the members of the Educational Community, even if they do not constitute conduct contrary or seriously damaging to the Rules of Social Harmony.

5. Mediation may be offered in the resolution of conflicts generated by conduct contrary to or seriously detrimental to Social Harmony, provided that the circumstances provided for in the following cases do not arise:

a) When it is appreciated that the conduct presents a special and notorious seriousness: physical attacks or threats to the members of the Educational Community, harassment, humiliations, particularly those that have a gender, racial or xenophobic implication, or have been carried out against students who are especially vulnerable due to their personal, social or educational characteristics, serious violence or intimidation has been used or there is a repetition in the commission of conduct contrary to the Rules of Social Harmony.

b) When the parents or legal representatives of the aggrieved minor do not communicate their willingness to avail themselves to the reconciliation procedure.

c) When the parents or legal representatives of the minor perpetrator of the conduct do not communicate their willingness to avail themselves to the reconciliation procedure.

d) When this correction procedure was already used during the same school year, with the same student or with the same student, to correct a similar behavior.

6. Mediation may be offered as a strategy for reparation or reconciliation, once a corrective measure has been applied, in order to restore trust between the individuals involved and provide them with new ways of responding or new tools for resolving future similar conflicts that may arise.

7. The mediator will have to abstain when any of the following circumstances occur and notify the principal in writing within two days of their appointment:

Have a personal interest in the matter in question or in another whose resolution could be influenced by that one; be an administrator of an interested company or entity, or have a pending litigation with an interested party.

Have a marital bond or similar situation and blood relationship within the fourth degree or by affinity within the second, with any of the interested parties, advisers, representatives who intervene in the procedure, as well as sharing a professional office or being associated with these for advice, representation or mandate.

c) Having an intimate friendship or manifest enmity with any of the people mentioned in the previous section.

d) Having intervened as an expert or as a witness in the procedure in question.

e) Have a service relationship with a natural or legal person directly interested in the matter, or have provided professional services of any kind in the last two years and in any circumstance or place.

8. In the event that the mediator is described in any of the circumstances indicated in the previous point, the principal may order him or her to refrain from any intervention in the process.

9. The father or mother may refuse the participation of the mediator before the principal, within two school days, when a lack of objectivity can be inferred in the mediation process. Negative resolutions to this refusal must be justified. The School Behavior Policy will include the guidelines for the creation of the mediation teams, the characteristics of their operation and the action guidelines that will be followed to refer a case of conflict towards mediation.

10. The mediation ends with an agreement that will be drawn up in writing by the parties accompanied by the mediator and that may contain the consequences provided in the event of non-compliance with the commitments acquired by the parties.

## TITLE VII. COORDINATION AND COLLABORATION MECHANISMS

A guidance counselor has been appointed to supervise the social harmony of the center. This companion will inform the teaching staff and the Management Team of any important circumstance related to social harmony.

The center has offered families to participate in pedagogical discussions and courses offered by outside trainers.

The center offers participation in programs such as NVC training and peaceful conflict mediation.

In addition, the center has developed interaction programs with others in the area related to our philosophy.

## TITLE VIII. DIFFUSION STRATEGIES OF THE SCHOOL BEHAVIOR POLICY

1. The social harmony rules of the center, after their approval by the Governing Board, will be mandatory for the entire educational community and will be included in the School Behavior Policy of the center
2. The Governing Board, the Management Team of the center and the Teaching Staff, through the Social Harmony Commission, will ensure compliance with the established rules.
3. It is the responsibility of the Management Team of the center to carry out the necessary actions for the dissemination of the organization and operation rules and the rules of social harmony among the educational community.
4. The School Behavior Policy will be made accessible to the center by all means available, facilitating its contents to all members of the educational community. Specifically, the following measures will be followed:
  - Inclusion in the school website, Drive or Montessori platform
  - Delivery together with the registration documentation to new students
  - Comment and analysis of the Policy in the welcome meeting of the families of new students, and in the initial meeting with the guiding teacher.
  - Comment and analysis of the Policy in meetings with families, if necessary.
  - Curricular activities in class that deal with the rules of social harmony.

## TITLE IX. MONITORING, EVALUATION AND IMPROVEMENT

The procedures for evaluating the processes that are implemented allow continuous monitoring and modification based on the results, which also allow an improvement of these processes.

The evaluation of the School Behavior Policy allows making the necessary adjustments to annually modify the contents in view of the results obtained.

The Management Team's task is to periodically and systematically monitor it every six months. They will be in charge of collecting information from all

sectors of the educational community in order to submit it to analysis, assess it, check if the programmed objectives have been achieved and propose and implement the necessary adjustments.

The final conclusions of the reviews will be included in a report that will be prepared at the end of the course, which will record their actions, activities carried out and proposals for improvement. This report will be submitted to the Governing Board for inclusion in the Annual Social Harmony Report.

At the beginning of each school year, the School Behavior Policy will be reviewed in order to analyze the evolution of the state of social harmony in the center and incorporate into it improvement proposals collected in the report of the previous year. This review will be approved by the Governing Board, with prior information and authorization from the Entity Holder of the Center, represented by its Administrator, and included in the Educational Project of the Center.

1. We consider it necessary to update the issues related to social harmony through training activities organized both by the center and by other organizations or institutions. In this sense, the work of the Guidance Team allows the teachers to have guidance that can support their work.

The Management Team will facilitate the training of teachers and families in social harmony and conflict resolution, making the training activities offered by the center or in other organizations known. For the improvement of the Policy, the following training needs in terms of school social harmony are suggested:

- Peaceful conflict resolution in all areas of personal, family and social life.
- Conflict mediation. • Bullying. • Non-violent communication. • Positive discipline.



•Education for the culture of peace, equality between women and men, awareness of non-discrimination based on race, sex, origin and personal or social condition.

•Other similar topics, aimed at promoting the dissemination of respectful techniques in the accompaniment of children and favoring a relaxed atmosphere in the social interaction of the center.

These topics will be treated throughout the course in the cycles in specific aspects and as specific courses, both for children and teachers as well as for families, with the collaboration of external trainers.

2. In addition, the center proposes to periodically organize pedagogical discussions with families, to propose initiatives aimed at preventing and resolving conflicts, improving social harmony and promoting mutual respect and tolerance in the educational center. In the future we would like to promote the creation of Parenting Workshops.

3. The center considers the possibility of creating Parenting Workshops, as a future plan, with the requirements established in this plan, to propose initiatives aimed at preventing and resolving social harmony conflicts, improving social harmony and promoting mutual respect and tolerance in the educational center. The aforementioned proposals will be submitted to the Governing Board and will be included in the Annual Social Harmony Report.

To evaluate the achievement of these measures and of the general objectives of this Policy, we have established the following table, with the objectives that we propose and the indicators to assess their implementation, status and achievement. The data collected in it will be evaluated in the annual review of this policy.

<b>OBJECTIVES</b>	<b>INDICATORS</b>
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Carry out activities that favor social harmony and respect in the Center.	Number of programmed activities related to aspects of social harmony and mutual respect
Program training activities related to peaceful social harmony and pedagogical debates  Parent Workshops	Number of activities related to topics dealing with social harmony that members of the educational community have participated in.  Verification of their creation and operation
Support social harmony in the Center	Number of serious or very serious incidents at the end of the school year
Create a relaxed atmosphere that favours cordial relationships among all the members of the Educational Community.	Satisfaction of the members of the educational community in respect to social harmony of the center as gathered in the Satisfaction Survey.
Develop a cordial and collaborative climate that allows educational activity to be carried out.	Satisfaction of the members of the educational community with respect to the social harmony of the center collected in the satisfaction surveys
Follow the established rules that allow the development of appropriate social harmony.	Calculation of serious infractions of the social harmony rules of the center.

<p>Detect and give and immediate response to conflicts that present themselves.</p>	<p>Number of interventions of detected conflicts in the educational community. Revision and recount of the conflict forms.</p>
<p>Encourage the peaceful resolutions of conflict.</p>	<p>Training and mediation activities in conflict resolution.</p>
<p>Act in a planned, coordinated and effective manner in the event of possible conflicts between members of the Educational Community.</p>	<p>Elaboration of the action policy in cases of conflict that all members of the educational community must follow.</p>

<b>OBJECTIVES</b>	<b>INDICATORS</b>
<p>Information to children about the content of the School Behavior Policy</p>	<p>Dates of the meetings in which issues related to the School Behavior Policy were discussed</p>
<p>Preparation of specific rules of social harmony</p>	<p>Documents in which the rules of each stage are specified</p>

<p>Conflict resolution techniques</p>	<p>Tutoring sessions in which issues related to conflict resolution were discussed.</p> <p>Concrete actions in response to real conflicts</p> <p>Review and count of conflict sheets</p>
<p>Review with students of the incidents registered at the level of social harmony.</p>	<p>Tutoring sessions with students in which the incidents produced are reviewed</p> <p>Review and count of conflict sheets</p>
<p>Review the incidents registered at the social harmony level with parents</p>	<p>Tutoring sessions with parents in which the incidents produced are reviewed</p> <p>Review and count of conflict sheets</p>
<p>Celebration of special days: Peace Day Solidarity campaigns ...</p>	<p>Dates of the days on which the celebrations were held according to the General Classroom Plan schedule</p>

<p>Talks or team building activities related to bullying, equality, gender discrimination ...</p>	<p>Dates and participants in the planned dynamics related to these topics</p>
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Proposals for improvement will be included in the programmed activities. The instruments used to carry out the evaluation will be the following:

- Direct annotation of the indicators.
- Satisfaction surveys for satisfaction indicators.

First additional provision. Guarding and fostering

References to this law to mothers, fathers, guardians and guardians shall be understood as the persons who are made responsible for the custody or foster care by judicial or administrative resolution.

Second additional provision. Language

Any expression contained in these Regulations and in any documents of the Center that define a position, activity or condition, is and will be used in the comprehensive sense of people of both genders.

Expressions referring to companions or teachers are understood to refer indistinctly to teaching staff in general.

Final disposition. Enforcement.

This School Behavior Policy will come into effect the day after its approval by the Governing Board.

