



## **INTERNAL REGIME**

### **Directive of internal rules**

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## **INTERNAL REGIME**

### **Directive of internal rules**

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## **Article 1. Preliminary Statement.**

The School, Queen's School Playa Blanca, SL proclaims as the main body in the development of its activity, that the following written rules must be assumed and respected by all members belonging to its school community:

One. Article 10.2 and 27 of the Spanish Constitution of 27 December 1978.

Two. Article 26 of the Universal Declaration of Human Rights of December 10, 1948.

Three. Article 2 of the Additional Protocol to the Convention for the Protection of Rights of Man and Fundamental Freedoms of 20 March

1952, Ratified by Spain on November 2, 1990.

Four. The Convention in relation to the fight against discrimination in the educational field approved on 14 December 1960 by the General Conference of the United Nations for Education, science and culture.

## **Article 2. Sector Legal regulations of particular relevance.**

Without prejudice to the principles listed in the following article, Queen's School acknowledges and respects the educational regulations issued by the British government, however it also acknowledges any variations to these regulations due to Queen's School being a British school in Spain.

## **Article 3. Specific Characteristics of the School.**

The centre operating under the name Queen's School, corresponds to a 100% privately owned school. It has full legal personality and capacity as well as complete autonomy and independence of the operation, without subjecting it to other terms that stem from the applicable legal system.

It currently teaches the following educational levels and stages:

- Early Years Foundation Stage.
- Primary Education.

## **Article 4. Address.**

The school establishment is in C / Frigate, 7 Playa Blanca (Yaiza).

## **Article 5. Nature of the School**

Under the provisions of Article.115 Organic Law of Education, the owner of this private school has established its specific nature, respecting the guaranteed Constitutional and Legal rights of teachers, parents and students, the terms established are as follows: secular, plural, democratic, and inclusive education.

## **Article 6. Aim.**

This directive consists of internal rules which aim to coordinate the organization and +operation of the centre and to promote and encourage participation of all segments that form the educational community, with special emphasis on specific aspects that affect school life.

Therefore it includes objectives, principles, rights, responsibilities and rules that govern the coexistence of all members of our school community.

#### **Article 7. Implementation and respect.**

All members of the educational community have an obligation to know, comply with and respect the whole contents of this Internal Regulation. To do this, it will be brought to the attention of the members of all sectors of the educational community through various channels available to the centre.

The enrolment of a student in the centre will respect and comply with the school's nature. It mainly affects all types of activities that take place within the centre, in any visits/excursions organized by the centre, as well as any enhancement activities such as extra-curricular or theatre performances and similar.

#### **Article 8. Elaboration Process**

This Directive has been subjected to exposure in the education community for knowledge and approval.

### **TITLE. EDUCATIONAL COMMUNITY.**

#### **CHAPTER. GENERAL.**

#### **Article 9. Composition.**

9.1. The College is configured as an educational community composed of the group of people who are interrelated and involved in education, share and enrich the Centre's values, working and acting in order to achieve the common objective.

9.2. The educational community centre is composed of the following sectors:

- The head entity acting through its proprietary and legally appointed representatives.
- The school pupils enrolled in the centre.
- Teachers.
- Parents of pupils' enrolled in the centre.
- The secretarial, administration and other service staff.

9.3 Equally, any other person or group of people not fully involved in the educational community but related to it and collaborators in the fulfilment of its purposes.

9.4. All members of the educational community exercise their rights and obligations within a framework of mutual respect.

## **Article 10. Common Objectives:**

All members of the educational community centre are involved, in their respective areas of competence and functions and interact to achieving the following objectives:

1. The full development of the student's personality and capacities.
2. Education in the respect for basic rights and liberties and the exercise of tolerance and freedom, within the democratic principles of society.
3. Education in individual responsibility and personal merit and effort.
4. The acquisition by students of intellectual habits and study strategies; scientific, technical, humanistic, historical knowledge and artistic knowledge, together with the development of healthy habits, physical exercise and sport.
5. Preparation for the exercise of professional activities.
6. Education in the practice of tolerance and freedom within the democratic principles of society and in the prevention of conflicts and peaceful conflict resolutions.
7. Preparation for the exercise of citizenship, for active participation in economic, social and cultural life, with a critical and responsible attitude and with the capacity to adapt to changing circumstances in a knowledge based society.
8. Education for peace, respect for human rights, community life, social cohesion, cooperation and solidarity between nations and the acquisition of values which favour respect for living things and the environment, in particular the value of forest and sustainable development.
9. The capacity to communicate in the English language and Spanish as part of a British curriculum.
10. Accomplish a good school environment that allows the development of its pupils, providing teaching to be carried out as normal to enable the education system to reach their goals and objectives set out in the provisions for implementation.
11. Encourage and respect the rules of coexistence and procedures for the resolution of conflicts that alter or may alter school life.
12. Respect the rights and fulfil the duties of pupils, parents or guardians, faculty, secretarial staff, administration and other services.

## **Article 11. Rights.**

All members of the educational community are entitled to:

1. To be respected in their rights, their integrity and dignity.
2. To be aware of the nature of the school, the Educational Project and Internal Regulations of the Centre.
3. Participate in the operation of the school life, in accordance with the provisions of this Regulation and any applicable laws.

4. Hold meetings of their respective departments in the centre to address school issues within their respective areas of competence in accordance with the provisions of law and this directive, and, where appropriate, subject to authorization from the owner entity, taking into account the availability of space in the centre and without reducing or interfering with teaching time.
5. Submit before the relevant department requests, suggestions and complaints in writing with relevant signatures.
6. To complain to the competent authority in cases where their rights have been violated.
7. To exercise any other rights in accordance to the law, and this Regulation.

## **Article 12. Exercise of Rights**

The exercise of the rights granted to pupils, parents, teachers, secretarial staff, management and any other services in the field of school life, involves the recognition and respect for the rights of all other members of the educational community.

## **Article 13. Duties.**

The members of the educational community are required to:

1. Respect the rights of the owner of the institution, and of the students, teachers, parents, secretarial staff, administration, service staff and any other members of the educational community.
2. Respect the present internal regulations as complete, to those who are explicitly subjected, once they have received a copy.
3. Know, respect and fulfil the nature of the centre, the educational project, and be responsible for the organisational and pedagogical aspects.
4. Assist in the development of activities and services within the centre, both complementary and extracurricular or of any other nature already established or any that may be set up in the future.
5. Respect and promote the positive image of the centre.
6. Attend and participate in meetings for their specific department.

## **Article 14. Behaviour Rules.**

14.1. The involvement of the educational community in the elaboration, implementation and review of the rules of coexistence in the school, and that of the teachers and students classroom rules, is a right and a duty of all members of this community.

14.2. The rules of Coexistence in the school define the characteristics of the behaviours to be promoted in order to achieve:

- The full development of the individual.

- The educational aims of the centre.
- The development of the educational community.
- An ambiance of a good educational environment and relationships in the centre.
- Respect for the rights of all persons involved in the educational role.

14.3. The rules of coexistence for the school are stated in Chapter V of this directive.

## **CHAPTER TWO. ENTITY HOLDER.**

### **Article 15. Powers and Duties.**

15.1. The Owner Entity alone is competent to define the nature of the centre.

15.2. The functions and competencies of the Owner Entity in relation with the centre:

- a) Establish according to the relevant legislation the specific nature of the school, the educational schemes and any other organizational or pedagogical aspects such as propose any alterations to the internal regulations.
- b) Request the modification or termination of the administrative opening authorisation and the existing operation in accordance with the current legislation.
- c) As the owner Entity is a limited company with a single administration, the ownership and directorate will fall on the same person or team of people designating the board members of the company and its nominees.
- d) Take responsibility and organize all the economic management of any kind for the school as well as the recruitment of staff and consequent labour relations in respect of what is established for teachers and other staff.
- e) Select the teaching staff and salaries and terminate contracts.
- f) Set with regards to the current legislation the criteria for the admission of pupils in the centre and decide on the admission, renovation or none renovation, and if applicable the expulsion according to the rules of behaviour set out in this directive.
- g) Take the lead in correcting or altering the rules of coexistence plan.
- h) Advise the board of directors what is prescribed by law.
- i) Decide the provision of any additional activities or services such as outdoor activities or extracurricular activities.
- j) Decide on the uniform for both students and teachers.
- k) Ensure that the rights and duties of pupils, parents, and teachers and any other secretarial, administration or service staff are sufficiently acknowledged within the educational community, properly exercised and effectively guaranteed.

## **Article 16. Duties.**

The Owner Entity is required to:

1. To publicise the nature of the Centre and its educational project, the specific organizational and pedagogical aspects, and the internal directive to those educational community members who are submitted
2. Assume responsibility for the operation and running of the Centre before the Educational Community, Management and Society.
3. Comply with and enforce the rules governed and approved by the school authority and the academic organisation.
4. Meet and implement all legal regulations required by the running of a private school “not contracted” in Canary Islands territory and submitted to the British curriculum.
5. Ensure implementation of the plan of coexistence and mediation in resolving conflicts.

## **CHAPTER THREE: THE STUDENTS**

### **Section One: GENERAL RULES.**

#### **Article 17. General principle.**

The full development of the human personality respecting the democratic principles of society and the basic rights and liberties, is the primary purpose pursued by our educational system.

#### **Article 18. Essential criteria.**

All students have the same basic rights and duties without distinctions except those relevant to their age and stage or level of learning.

#### **Article 19. Controlling Bodies.**

The education authority and the governing bodies of the Centre in the scope of their powers ensure the proper exercise of the rights and duties of pupils and ensure its effectiveness in accordance with this directive.

#### **Article 20. Intervening Body.**

The Head of the school in collaboration with the Head of Studies shall adopt the necessary preventive measures to ensure the rights of pupils and to prevent the undertaking of acts against the behaviour rules of the centre. For this purpose the constant and direct communication with parents or legal guardians of the pupils will be encouraged.

## **Section Two: STUDENT RIGHTS.**

### **Article 21. Basic Rights.**

Pupils are entitled to receive comprehensive training that ensures full development of his personality according to the specific nature of the Centre, the educational program, any other organizational or pedagogical aspects and the internal directive who declare explicitly subjected, this right includes:

21.1. A comprehensive education ensuring full personal development, respecting the basic Rights and liberties.

21.2. Education in the values and principles contained in international law, Spanish Constitution and other applicable regulations.

21.3. Their identity, integrity and dignity are respected.

21.4. Their dedication, effort and performance are valued and recognized objectively.

21.5. To receive educational and vocational guidance.

21.6. That their freedoms of thought, religious and moral beliefs are respected according to the Constitution.

21.7. Protection against physical or moral aggression.

21.8. To participate in the running of the school life, in accordance with the provisions of the existing rules.

21.9. Education in the practice of tolerance and freedom within the democratic principles of society.

21.10. The acquisition by students of intellectual habits and study strategies; scientific, technical, humanistic, historical knowledge and artistic knowledge.

21.11. Education in the exercise of intellectual and professional activities.

21.12. Education in the respect for linguistic and cultural plurality of our society.

21.13. Preparation for active participation in cultural and social life.

21.14. Education for peace, cooperation and solidarity amongst nations.

21.15. Overall development of the individual and knowledge of their immediate social and cultural environment, as well as language, history, geography, culture and facts of British Spanish and Canarian culture within its scope.

21.16. The development of emotional harmony, personal independence and the ability to relate to others.

21.17. Education to ensure the protection of their health and development of their physical capabilities.

21.18. Participation in improving the quality of teaching.

21.19. Objectivity in assessments.

21.20. The Right to hold meetings shall be exercised in accordance with the current legalisation taking into account that it does not hinder the normal course of educational activities.

## **Article 22. Comprehensive Education.**

1. All pupils are entitled to receive a comprehensive education to enhance the full development of their personality.

2. To exercise this right, the education of students will include:

a. Education in the values and principles set by the international legislation, Spanish Constitution and other applicable laws.

b. The acquisition of intellectual and social habits and study strategies such as the necessary scientific, technical, humanistic, historical knowledge together with the use of information technology and communication.

c. The full development of the individual and the knowledge of their immediate social and cultural environment and in particular, language, history, geography, culture and facts about today's society.

d. Education on equality between men and women.

e. Education in respect for linguistic and cultural plurality of modern society.

f. Educational and vocational guidance.

g. Preparation for the exercise of professional and intellectual activities.

h. Education for peace, cooperation and solidarity amongst nations.

i. Emotional development to be able to adequately address the interpersonal relationships.

j. Education to ensure the protection of health and development of the physical and psychological abilities.

k. One's integrity and personal dignity.

l. Information.

m. Proper planning of work within the school day adjusted to the age of the students, to allow the full development of their personality and intellectual capacities.

n. Education in individual responsibility and personal effort and merit.

o. Education in leisure and recreation

p. Education in healthy consumption habits.

q. Any other aspects acknowledged by the current legislation.



3. Pupils have the right to have their parents or guardians ensure their comprehensive education, thus collaborating with the educational community particularly in compliance with the rules and regulations and the measures set out in schools to encourage effort and study.

### **Article 23. Equality.**

All students are entitled to equal access to different educational levels. In non-compulsory year groups there should be no other limits than those derived from the pupils work, aptitude for study, or pupil's limits due to their age.

Equality of opportunity is promoted through:

- Non-discrimination under any circumstances.
- The establishment of compensatory measures to ensure real and effective equal opportunity.(Work towards all children obtaining the correct level of education.)
- The realization of integration policies and special education.

### **Article 24. Performance evaluation.**

1. Students are entitled to have their dedication, effort and school performance valued and recognized objectively.

2.- They therefore have the right to be informed, at the beginning of each course, of the assessment and marking criteria, and of any tests that they will undergo in accordance with the objectives and contents of teaching in each course or evaluation period.

3. Students may request a second opinion regarding the grading of academic activities or both partial and final evaluation of each course.

4. Students may appeal against the grade obtained, further development decisions or attainment of an academic qualification. In such cases, procedures denoted by the British legislation or British school council for Schools abroad will be followed.

5. In the case of younger under aged pupils these rights may be exercised, by their parents, tutors or mentors.

6. Retention of documents.

### **Article 25. The Right to Guidance.**

All students have the right to receive educational and vocational guidance for maximum personal, social and professional development according to their capabilities, aspirations and interests.

### **Article 26. The Right to Safety and Hygiene.**

All students have the right to carry out their academic activities in the correct health and safety conditions.

## **Article 27. Freedom of conscience and ideology.**

Students have the right to freedom of thought, conscience, and religion, as well as their ethical, moral and ideological convictions and the privacy in relation to such beliefs or convictions, including the following rights:

- Before enrolling in the school information must be given on the educational project and the nature of the centre. This law also corresponds to parents when students are minors.
- The capacity-building and critical attitude of the students
- No formal religious education is imposed.

These rights have reciprocation with regards to pupils and their families to the nature of the centre, which in any case shall prevail.

## **Article 28. Physical and Moral Integrity.**

The right to integrity and personal dignity of students involves:

- Respect for your identity and personal dignity.
- The protection against physical assault, sexual, psychological, emotional or moral abuse as well as the protection against being subjected to humiliating or degrading treatment.
- To carry out their academic activities in correct health and safety conditions.
- The school provision should be of an environment that fosters respect for study, coexistence, solidarity and fellowship amongst pupils.
- The confidentiality of your personal data and that of relatives in accordance with current regulations.

## **Article 29. Confidentiality**

It is the pupil's Right that the school save guards any information it has on their personal and family circumstances.

However school will notify the competent authority of any circumstances which may imply mistreatment to the student or any other breach of duties set by The Child Protection Laws.

## **Article 30. Participation.**

Students have the right to participate in the operation and life of the Centre, in school and extracurricular activities and to choose by direct secret ballot, their representatives

and delegates of the group, in accordance with the provisions of the current regulations.

### **Article 31. Freedom of expression.**

All students have the right to freedom of expression, individually or collectively, while respecting the rights of all members of the educational community and institutions in accordance with the principles and constitutional rights and within the limits established by current legislation. They may express their discrepancies, individually or collectively, regarding educational decisions affecting them.

### **Article 32. The Right to freedom of assembly and association.**

The right to freedom of assembly and association comprises the following rights:

- Once the relationship with the school has terminated or at the end of schooling, the Right to join together and meet with other past students to work together on the development of the centre's activities.
- To meet in the school. The exercise of this right will transpire according to the law and respecting the normal course of school activities.

### **Article 33. Information.**

1. Students have the right to be informed by their representatives in the participatory bodies in which they are represented and by the pupils associations, both on the very own aspects of the centre or on those affecting other schools and the education system in general.

2. Pupils, or in the case of minors the parents or guardians are entitled to be informed, prior to collection of personal data, the destination of the requested data requested, and the purpose for which it will be collected, the Right of opposition, access, rectification or cancellation and location in which the data may be used under the terms specified in the personal data protection regulations.

### **Article 34. Restriction of the exercise of Rights.**

When the rights of pupil or of any member of the Educational Community are not respected and impedes or obstructs the effective exercise of such rights, the competent body of the Centre will take the appropriate measures set out by the current legislation and this directive after hearing the parties concerned and consulting the school management.

### **Article 35. Right to protection of personal data.**

In the processing of pupils data both technical and organizational standards will apply guaranteeing their security and confidentiality. Teachers and other staff who, in carrying out their duties, access personal or family data or which affect the honour and privacy of minors or their families will be subject to the duty of confidentiality.

Parents or guardians and pupils themselves must assist in obtaining Information collected by the centre, necessary to carry out the educational roles. Such data refers to the family origin and social background, of any personal characteristics or conditions, development or results of their schooling and any other circumstances of which knowledge is necessary for the education and counselling of students.

The incorporation of a student into the centre will presume the consent to processing of data and, where appropriate, the transfer of data from the school where they had previously been enrolled. In any case, the information referred to in this section will be strictly necessary for the teaching and guidance, it cannot be used for any other educational purposes without prior consent. Therefore on enrolling in the school the parents or guardians will sign a document, which will or will not give their consent for their children to appear in photographs on the school's web page, publicity or advertising. This document shall be kept by the secretary and may be subjected to change at the request of parents or guardians.

### **Section Three: DUTIES OF PUPILS**

#### **Article 36. Basic Duties.**

1. Study and endeavour to achieve the maximum development within their capabilities.
2. Respect for freedom of thought for all members of the educational community.
3. Respect for teachers, follow their instructions and guidelines, as well as other members of the educational community.
4. Respect the rules of coexistence, participating and collaborating to improve school life.
5. Respect for diversity.
6. Respect for the Centre's facilities7. Respect for the Educational Project.
8. Participate in school life.
9. Attend class on time.
10. Comply with school uniform rules determined by the owners of the centre.
11. The remaining contents of behaviour rules noted each year in the pupil's diary.
12. The remaining contents established herein the present directive may be established by applicable laws or determined by the Director of the Centre itself.

#### **Article 37. Duty to study.**

To study is a pupil's basic duty, which involves the development and use of their personal skills and knowledge learnt and is based on the following duties:

37.1. Attend classes punctually and participate in activities aimed at developing the curriculum.

37.2. Honour and respect the time-table approved for the fundamental development of the centre's activities.

37.3. Follow the teacher's guidance regarding their learning and show due respect and consideration.

37.4. Have an active, participatory and attentive attitude in class, without altering or interrupting its normal course.

37.5. Attend the centre with the material and equipment needed to actively participate in the classes.

37.6. Stay on campus during the school day.

37.7. Respect the exercise of the Right to study of their peers.

37.8. Acquire intellectual and working habits to train for the continuation of their studies and subsequent occupation.

37.9. Strive to exceed the minimum levels of academic achievement.

37.10. Respect any other rules established by the current regulations at all times.

### **Article 38. The duty to respect.**

1. The students have a duty to respect the exercise of the rights and liberties of all members of the educational community.

2. This duty involves the following obligations:

a. Respect their teachers and give them the treatment, consideration and respect in line with the social value of their job.

b. Respect freedom of thought and religious beliefs, moral and ideological of all members of the educational community.

c. Respect the identity, integrity, dignity and privacy of all members of the educational community.

d. Collaborate with the school in its responsibility to transmit knowledge and values.

e. Comply and follow the guidelines established by the school.

f. Do not discriminate against any member of the school community because of birth, race, sex, language or any other personal or social circumstance.

## **Article 39. Duties related to the behaviour rules.**

1. Students have a duty to respect the rules of the organization, coexistence plan and discipline of the school.

2. This duty involves the following obligations:

a. Assist in the promotion of a suitable environment for school life and know the coexistence scheme of the centre.

b. Respect the right of other students to not have the educational activities disrupted.

c. Present to the teacher adequate documentation for the justification of any absents or lateness. In the case of the student being a minor the justification should be made by the parents or guardian of the student.

d. Properly use the facilities, materials and educational resources used in the centre.

e. Respect the property and belongings of all members of the educational community.

f. Comply with the school rules, according to the procedure established by the internal regulations of the centre and legislation.

g. Respect and implement the decisions of the individual bodies, departments and colleagues of the centre, without prejudice to assert ones Rights when one considers that any decision may violate those Rights, according to the procedure established by the internal regulations of the centre and the current legislation

h. Comply with health, safety and hygiene rules in schools with specific consideration to the prohibition of smoking, the carrying and consuming of alcoholic beverages, narcotics and psychotropic substances.

i. Respect the educational project, and the specific nature of the centre, according to current legislation.

j. Assume responsibility for the communication established between the family and school, and vice versa.

k. The use of computer equipment, software and communications in the centre, including internet, is strictly for educational purposes.

l. Respect what is established in the school's Internal Rules and Procedure Regulations with regards to the use and prohibition of the use of new technologies (mobile phones, playback devices, video games, etc.) both during an academic activity and when not serving an educational purpose established in the school project.

## **Article 40. Duty of uniformity.**

Students enrolled in this school must assume the duty of wearing the school uniform determined by the owner, which will be communicated in advance at the beginning of each school year to families and teachers.

#### **Article 41. Other general duties.**

Actively participate in the life and operation of the centre and not impede the normal development of the teaching activities.

Respect the decisions of the school's individual bodies and colleagues.

Use the school's facilities properly, taking responsibility for damage caused by misuse.

### **Section Four: ADMISSION OF STUDENTS.**

#### **Article 42. General Admission.**

42.1. The admission of pupils, as well as the renewing of their place, rests with the owner of the centre, as an educational body, without prejudice to the provisions of the second paragraph. When the centre has accepted payment for enrolment it may revoke this registration returning the amount for the enrolment without having to justify its decision due to it being a completely private school and with no possibility of any claim due to this unilateral decision.

42.2. When there are insufficient places, the pupil's admission process shall be governed by the priority criteria established in British law and other specific legislations.

42.3. There will be no refunding when a parent decides to voluntarily take their child out of the school.

The above circumstance shall be ratified by the management and made public before the beginning of the specified period for the submission of applications in the admission process.

### **CHAPTER FOUR: THE TEACHERS.**

#### **Article 43. General principle.**

All teachers and anyone who develops their educational occupation in the centre, has the same rights and duties in the educational evolution of students, without any other distinctions than those arising from their legal relationship with the school, management positions or specific roles carried out.

#### **Article 44. Basic Rights.**

Teachers have the Right:

- a. To be respected and receive the treatment, consideration and respect in line with the social importance of their role, being valued by the educational community and society in general.
- b. To receive the assistance needed by pupil's parents or guardians to provide an appropriate school environment climate and a comprehensive education for their children.
- c. To receive the cooperation of the pupil's parents or guardians in the completion of homework, ensuring their attendance to school, and providing the necessary information for their proper care.
- d. To carry out their teaching in an adequate educational environment, in which their rights are respected, especially those related to their physical and moral integrity.
- e. Fulfil their educational role, according to the specific nature of the centre, the educational program, any other with regards to organizational or pedagogical aspects, and the Internal Rules and Procedures Directive.
- f. To exercise the skills within the scope of coexistence at school
- g. To have autonomy in necessary decision making in order to maintain an appropriate climate of coexistence during the teaching of classes, complementary and extracurricular activities.
- h. To express their opinion about the coexistence climate within the centre, and to make proposals for improvement.
- i. To participate in the development of standards and collective decisions.
- j. Ongoing training.
- k. To be regarded as a public authority
- l. Participate in the planning of the curriculum for the year group so they are jointly responsible with all other teachers of that year group.
- m. Develop their methodology according to the Curriculum framework and in coordination with the corresponding department.
- n. Exercise their assessment role according to the criteria established in the Curriculum scheme and current regulations.
- o. Use the school's material resources and facilities for educational purposes in accordance with the regulations for use.
- p. Any other recognized by law, legal rules and collective agreements.
- q. Know the school's educational project and its specific nature.

#### **Article 44-bis. Character authority of the teacher.**



As a consequence arising from the provisions of Articles 38-C., 40.2-a) and

46-a) of this Internal directive, and under the protections of the law when carrying out any corrective or disciplinary role, the facts found by the teaching staff shall enjoy the presumption of truth, when documenting any procedures or instructions in relation to behaviours that are contrary to the rules of coexistence and with respect to any facts found by them personally in the exercise of their teaching role, notwithstanding the evidence in his defence of the respective rights or interests when they can be identified and provided.

#### **Article 45. Basic Duties.**

Teachers are required to:

1. Perform their duties in accordance with the conditions stipulated in their contract and/or those appointed with when carrying out a management position.
2. To respect and ensure respect for the Educational Project and its specific nature.
3. Fulfil their obligations under the regulations on school life and those derived from the attention to the diversity of students.
4. Participate in the specific planning of the stages, subjects entrusted to them within the school.
5. Produce classroom schedules with the corresponding teaching departments.
6. Participate in the assessing of various aspects of educational activities.
7. Respect and treat appropriately all members of the educational community.
8. Assist in maintaining order and discipline whilst carrying out of their role both inside and outside the classroom.
9. Comply with punctuality of the school time-table and school calendar, and any rules of the centre.
10. Pursue their professional development and teamwork.
11. Maintain professional secrecy.
12. Check the attendance and punctuality of pupils and communicate incidents to the appropriate parties.
13. To act diligently and quickly to any significant impact on coexistence in the school and notify the teacher, tutor or the management if any appropriate action is necessary.
14. Attend cloister sessions, assessment sessions, and department and meetings, such as those of the governing bodies of which one can join.
15. Inform the managers of the centre of any family situations that could affect the pupil.

16. Notify the Director of Studies and / or management of the school, when you are not able to attend class, taking into account the current rules and instructions of the Centre.
17. Planning the classes you are responsible for in accordance with the schemes of work in your department.
18. Behave in accordance with the customs and rules of the Centre
19. Assessment Records.
20. Organise termly meetings with parents or guardians. Ensure that they are informed of their child's progress.
21. Strive to maintain good working relationships with the rest of peers.
22. Be aware of the social, psychological, differences of the pupils. Identify the specific needs of pupils.
23. Promote the proper use of language by students.
24. Insist students reach the maximum level they are capable of.
25. Respect the deadlines for reports and the standards for proper completion.
26. Inform the rest of the faculty of the problems and progress of pupils.
27. Carry out the supervision allocated to them following the instructions given by the management.
28. Carry out their duties in accordance with the guidelines and instructions underlined by the governing bodies.
29. Dress appropriately and look after their daily grooming according to the standards set by the management of the centre.
30. Not to wear tattoos or clothing accessories that are not in keeping with the aesthetic standards set by the School Head.
31. Any other aspects established by law, other legislation and applicable collective agreements.

#### **Article 46. Intake of teaching Staff.**

Appointing of teaching staff falls completely with the owner of the centre, without any restrictions except those imposed by legal regulations applicable to equality, merit and capacity which will be assessed by the Centre's management following the technical criteria of the HR Department

## **CHAPTER FIVE. PARENTS.**

### **Article 47. General principle.**

All parents/guardians of students have same rights and responsibilities in the educational development of their children.

### **Article 48. Principle of shared responsibility.**

Parents have the primary responsibility in the education of their children and form part of the educational community.

Enrolling ones son / daughter in the school implies the recognition, respect, acceptance and compliance of the specific nature of the school, its education program, any other organizational and / pedagogical aspects and the School's Internal Regulation, to which they expressly submit.

### **Article 49. Main Rights.**

Parents have a right to.

- a. Be respected, receive appropriate treatment and be valued by the educational community.
- b. That their children receive an education, with maximum guarantee of quality, in accordance with the objectives/aims stated in the Constitution, in the autonomy state of the Canary Islands and its educational laws.
- c. That the centre imparts the type of education defined in their Educational Program.
- d. to participate in aspects relative to the development of the learning process of their children in the centre.
- e. to receive information about their child's social learning process.
- f. Meet with teachers, tutors, counsellors and others responsible for the education of their child at designated times by them and any other appointment on request.
- g. To be heard in those decisions affecting the academic orientation and career of their children.
- h. Be informed about the procedure for making complaints, claims or suggestions.
- i. To be notified of disciplinary and remedial educational measures which their children could incur.
- j. Present any complaints or suggestions concerning the running of the centre or the decisions and actions taken with their child in writing.
- k. Any other aspect recognised by the applicable laws.

### **Article 50. Particular Reference to the right to information about the socio-educational process of their children, in cases of family crisis.**

In the event that the student's parents enrolled in this centre are to be divorced or their marriage has been declared as void the reporting obligation referred to in this article, stated as the principal law in paragraph e) of the previous article, is subject to the following rules:

If custody as a result of the final judgment has been issued, corresponding to both parents, information on the educational process (Results and Assessments) will be provided to both the mother and father.

If custody, as a result of the final judgment has been issued, corresponding to only one of the parents, the information about the education process (Results and Assessments) will be provided to those parents to which the custody has been attributed.

Other information (control of attendance, punctuality, reports educational psychology, etc.) will be communicated to the parent or parents who have been attributed the custody of the child.

Any request for information, in terms other than those that are specified will only be attended in compliance with a court order, warrant or competent authority.

### **Article 51. Main Obligations.**

Parents are primarily responsible for the education of their children or mentees, and take on board the following main duties:

- a. Instilling the value of education in their children and the effort, study and responsibility for obtaining the academic results.
- b. Ensure the completion of their child's schooling properly meeting their educational needs.
- c. Educate their children correctly, ensuring the regularity of attendance and punctuality.
- d. Take the necessary steps to ensure that their child or mentee attend lessons in which they are enrolled and attend class regularly.
- e. Provide to the best of their abilities resources, and the necessary conditions for their child's /Mentee's school progress.
- f. Encourage them to carry out research activities, they are assigned.
- g. Actively participate in the activities set out under the educational commitment that the centre may establish with families, to improve the performance of their child.
- h. Understand, participate and give support in the development of their educational process, collaborating with professors.
- i. Respect and enforce the standards set by the Centre, especially those stated in this Internal Regulations, as well as the teacher's guidelines.
- j. Fulfil the obligations derived from the contractual relationship with the centre.

- k. Promote respect for all members of the educational community.
- l. Encourage your child to respect the rules of coexistence in the school.
- m. Justify in writing any absence or lateness of their children.
- n. If they want their children to participate in school complementary activities, extracurricular or complementary services, they must comply with the perceptions and rules set by the school.
- o. Any other applicable laws and decisions of the competent bodies.

## **Article 52. Obligations in relation to the health of their children, during their stay in the school.**

52.1. The School, within the range of additional services mentioned in this directive, has an accident insurance covering health care that may be needed for the pupils during the time spent on the school premises or off the premises attending activities organized by the school.

Like any supplementary service its participation by families is voluntary. Those who choose not to use it must provide a copy of the health card or similar document that provides a healthcare service of the Ministry of Health of the Canary Islands.

In any case, the family will be advised immediately of any circumstances affecting the health of the school.

52.2. The school also has a medically trained member of staff responsible for administering or dispensing of medications. Consequently, any student who requires medicine whilst in school will be administered the medication provided we have written authorisation from the parents.

## **Article 53. Duty to ensure regular attendance and punctuality.**

The school will be responsible for the safekeeping of students and the development of their activities as long as they join the activity within the time set for it.

Arriving late during the teaching periods may mean that they are not allowed to enter the classroom where the activity has already started, and they have to wait in a separate area until the following class.

On the other hand, families must ensure their children are taken care of at the end of the prescribed activities. Repeated delays in fulfilling this requirement may cause contact to the local police, social services and, if lateness and absence is repeated to the prosecution of minors.

## **CHAPTER SIX: PERSONAL SECRETARY, ADMINISTRATION AND SERVICES.**

### **Article 54. General principle.**

The secretarial, administration and service staff form part of the Educational Community. Their hiring and the termination of his employment relationship lies with termination of its Owner

Entity of the centre, which will be conducted according to the labour legislation.

### **Article 55. Rights.**

The secretarial, administration and service staff have the right to:

- a. Be respected by the entire educational community, to be treated politely and their work to be valued.
- b. Collaborate with the centre in order to accomplish its main aims, in particular to achieve and maintain a good co-existence environment.
- c. Be informed about the objectives and general organization of the centre and participate in its implementation in matters affecting them.
- d. Ongoing training.
- e. Any other rights attributed to them by law, other legislation and applicable collective agreements.

### **Article 56. Duties.**

The secretarial, administration and service staff must:

- a) Carry out their duties under the terms of his employment contract and in compliance with the guidelines and instructions issued by the employer.
- b) Pursue their professional development, responsibility and diligence in the performance of their duties.
- c) Assist in the educational task of encouraging and promoting order and discipline of pupils.
- d) Maintain confidentiality and discretion regarding all information concerning the other members of the educational community that may come to their knowledge.
- e) Any other duties attributed to them by law, other legislation and applicable collective agreements.

## **CHAPTER SEVEN: OTHER STAFF MEMBERS.**

### **Article 57. Other members.**

Other people may form part of the educational community, those who participate in the school's educational activities, without, in any way interfering with the normal development of the school, depending on the programs outlined by the head of the school, and in accordance with the applicable legislations, especially the Law of Volunteer 6/1996, 15<sup>th</sup> January.

The owner may contract externally another company to perform management and HR activities in the school in order to achieve greater efficiency of the school's resources.

## **CHAPTER EIGHT: THE PARTICIPATION.**

### **Article 58. Domains.**

The areas of participation in the school are:

- Teaching and non-teaching staff.
- The Collegiate bodies.
- Class representatives.

### **Article 59. Scope of personal performance.**

Each member of the educational community contributes in their own way to achieving the school's objectives.

### **Article 60. Collegiate Bodies.**

The different members of the educational community participate in the collegiate bodies of the school, as defined in this directive.

### **Article 61. Delegates.**

Students can democratically elect class, course and year representatives, by the process and the procedures determined by law.

## **SECOND TITLE. EDUCATIONAL ACTIVITY – (Teaching).**

### **Article 62. Principles.**

The Educational activity revolves around the character of the school, the educational curriculum, any other specific teaching or organizational aspects and the Internal Regulations and applicable legislation, taking into account the characteristics of its agents and recipients, as well as the school's resources and environment.

The protagonists of the Educational Activity are all members of the Educational Community.

The educational activity of the school integrate and interrelate the educational academic aspects as well as those aimed at achieving the objectives of the school and its specific nature.

### **Article 63. Aims.**

The educational activity in this school will have the following purposes:

1. The full development of the student's personality and capacities.
2. Education in the respect for basic rights and liberties and the exercise of tolerance and freedom, within the democratic principles of society.
3. The acquisition by students of intellectual habits and study strategies; scientific, technical, humanistic, historical knowledge and aesthetic.
4. Education in respect of linguistic diversity.
5. Preparation for the exercise of citizenship, for active participation in economic, social and cultural life,
6. Education for peace, cooperation and solidarity between nations.

### **Article 64. Specific Nature of the School.**

The very nature of the school defines:

- a. The nature, characteristics and objectives of the centre, the reason for its foundation.
- b. The ethical and moral criteria which it aims to promote, while respecting all applicable laws that should be respected by all members of the educational community.
- c. The vision of the person with reference to the Educational Activities.
- d. The values, attitudes and behaviours that are enhanced at the Centre.
- e. The basic educational criteria of the Centre.
- f. The basic elements of the organizational setup of the Centre and its combined relationship with the educational community.

### **Article 65. Educational Project.**

The Educational Project reflects the values, objectives and priorities for action. It will also incorporate the specific curriculum established by the Education Authority that corresponds to specification and approval of the teachers, as well as processing the transversal areas, subjects or modules of teaching values, developing basic skills and other teachings.

Take into account the characteristics of the social and cultural environment of the centre, paying attention to student diversity and tutorial activities.



The Education Project is approved by the school management. The Director leads development, implementation and assessment of the educational project with the support of the Head of studies who may also include other members of the Educational Community to participate in its development.

The school will promote educational commitments between families or legal guardians and recognise the activities that parents, teachers and students undertake to develop so as to improve the academic performance of pupils.

Under the Educational Project the necessary measures adopted by the governing bodies, teachers and other participants will join together in order to promote the continuous improvement of the school climate and ensure the effectiveness of the exercise of pupil's rights and the fulfilment of their responsibilities.

### **Article 66. Lesson Planning.**

Teachers lesson planning should be made in accordance with the curriculum specification, and in coordination with the other departmental teachers.

It will at least include the following:

- a. Objectives, content, and timing of activities and theme.
- b. Methodology and teaching resources.
- c. Assessment criteria and process.
- d. Reinforcement/Revision activities, attention to diversity and any adjustments to the curriculum.
- e. Basic skills.

### **Article 67. Assessment.**

Assessment of Educational Activities is the way in which we can verify that the aims of the school program are being accomplished. It covers all aspects of the operation and is the basis for the approval of corrections that are necessary to better achieve its objectives.

Teachers will participate in the assessing of the Education Activities. The preparation and implementation is conducted by the management team.

Original copies or pupil's assessments must never be taken outside of the school. Parents may request in writing to the school a copy of such assessment materials.

### **Article 68. Teacher's Lesson Plan**

Teacher's Action Plans are coordinated and led by the Head of Studies, with the collaboration of the counselling department. All course teachers will participate in its development.

Tutorial Action Plan must at least include:

- Objectives.
- Activities and Resources.
- Assessment Guidelines.

The activities of teacher's lesson Plan will be assessed by the team responsible for such tasks, taking into account aspects related to the following characteristics:

- The suitability of educational provision to the needs of pupils.
- Adjustments to the curriculum.
- Addressing the needs of pupils requiring support education.
- Mediation in relations with the environment, families and the Centre.

### **Article 69. Annual General Meeting of the Centre.**

Based on the dynamic evaluation thereof, it shall include at least:

1. Amendments to the Curriculum derived from results of the final report.
2. The general school schedule, pupils and the basic organisation of teachers.
3. The Academic Plan to be developed during the course.
4. Organisation and timings of parent evenings.
5. Continuous teacher training.

The General / Annual programming is developed and approved by the Management Team.

### **Article 70. Complementary Activities, extracurricular activities and complementary services.**

The centre enhances the education offered by the implementation and development of various complementary activities, extracurricular activities and additional amenities.

At the beginning of each year families are provided with the information so that, they can personally decide which they consider most appropriate for their children, depending on their age, interests and aptitudes and which activities they wish their child to participate in.

All of the activities must comply with the legally established precautions in its development and have had the approval of the Director, and if necessary, the relevant authorities notified.

Likewise when required, included in the Annual General Meeting of the centre.

### **TITLE III. GOVERNING BODIES.**

#### **Article 71. Governing Bodies and Management.**

They are single and collegiate and perform their roles to promote the objectives of the specific nature of the centre and the School educational plan in accordance with current legislation.

The management, the head teacher and secretary are single governing bodies.

The management team and cloister of teachers are collegiate governing bodies,.

### **CHAPTER ONE: INDIVIDUAL BODIES**

#### **Section One. The Management.**

#### **Article 72. Appointment and removal.**

As the Owner Entity and the Director is the same person, its character is undefined unless the owner decides to appoint another person for this purpose. In any case the Directorate would be a two-headed structure of Director and other management and HR.

#### **Article 73. Powers and duties.**

1. Direct and coordinate all school activities towards achieving the educational project itself in accordance with the existing provisions and notwithstanding the competence of the cloister.
  2. To represent the centre and the educational management at the centre, without prejudice to the powers of other educational authorities.
  3. Implement and enforce laws and other regulations.
  4. Collaborate with the Ministry of Education on all matters relating to the achievement of the school's objectives.
  5. To appoint the Head of studies, the Secretary and any other sole governing body who can form part of the management team unless the administrator is one of the same person.
- Suggest appointments and removals, as well as appoint and dismiss heads of department teachers and coordinators, in accordance with the procedure laid down in this Regulation.
6. Act as the head of all the school staff and lead management of the material means itself.
  7. To foster coexistence in the centre and impose corresponding corrections, as established by the Ministry of Education and the criteria set by the centre.
  8. To convene and chair academic events / official functions and meetings of all collegiate school governing bodies, and implement the agreements reached in the scope of their competence.

9. Countersign certificates and official documents for the centre.
10. Coordinate and promote the participation of different sectors of the school community, seeking the resources to ensure the effective implementation of their respective powers.
11. Develop with the management team the educational project and Annual programming  
Of the centre, according to the guidelines and criteria established by the faculty.
12. To promote relations with the jobcentres for training students and their professional insertion.
13. Encourage and promote the centre's relations with the institutions of their environment.
14. Ensure and provide information about school life to different sectors of the school community.
15. Facilitate appropriate coordination with other educational services in the area.
16. Provide information that is required by the competent educational Authorities.
17. Any other applicable law or regulation.

#### **Article 74. Absence.**

In the absence of the Director, the management staff and HR would take up office and in the absence of the two it would be the Director of Studies.

#### **Section Two: Head of Studies.**

##### **Article 75. Scope, appointment and dismissal.**

The Head of Studies shall be appointed and dismissed by the Director.

##### **Article 76. Responsibilities and Functions.**

1. Substitute the Directors in their absence or illness.
2. Coordinate and ensure the implementation of the academic activities, additional training for teachers or pupils in relation to the school project, curriculum and the general annual plan.
3. To produce the academic time-table for pupils and teachers, according to the criteria established by the faculty and approved by management including the general annual schedule to ensure strict compliance of the general annual programme.
4. Coordinate the educational activities of the Heads of Department.

5. Coordinate the class teacher's activities, in this case, where appropriate with the assistance of the child psychologist in line with the guidance plan and the teaching plan included in the curriculum projects.
6. Organise academic events.
7. Seek the optimum use of all educational resources and the spaces in the centre.
8. Encourage the participation of different sectors of the school community, especially facilitating and guiding the organization of the pupils.
9. Coordinate performance management activities for teachers and plan and organize teacher training within the school, taking into account the proposals and guidelines developed by the cloister and the proposals made by the departments.
10. Any other function that may be entrusted by the Director, within its remit/within their capabilities.

### **Third section. SECRETARY.**

#### **Article 77. Appointment, dismissal, role and responsibilities.**

The Secretary is appointed and dismissed by the Management.

##### **Secretary Role:**

1. To act as secretary of the governing bodies of the centre, with voice but without vote, record the minutes of the meetings and certify agreements with the approval of the Director.
2. To keep the books and official records of the school.
3. To issue certificates required by authorities, colleagues, associations, parents or their legal representatives.
4. Carry out with the help of the secretary and teachers, inventory/ies throughout the school and keep it updated.
5. Safeguard and organize the use of the library, audio-visual media and any other inventory materials.
6. Ensure the maintenance of school equipment in all its aspects.
7. Participate in the development of the proposed general annual program, along with the rest of the management team.
8. Adequately release and publish to the whole educational community any information on rules, laws and matters of general or professional interest that become known to the school.
9. Complete and organise the archiving process and safeguard the academic records and all official documents generated by the school.
10. Any other tasks assigned by the Director within their remit

## **CHAPTER TWO: COLLEGIATE BODIES.**

### **Section One: LEADERSHIP.**

#### **Article 78. Composition.**

The Management Team consists of the following single bodies:

- The Directorate.
- Head of Studies.
- Secretary.

#### **Article 79. Competence.**

1. Support the Directive in carrying out their role, specified in this directive.
2. Propose matters of structure, organization, operation and maintenance of the school on the proposal of the Management. The Management team acts jointly, by a majority of those present at the meeting and with the casting vote of the director
3. To promote and coordinate the development of different aspects of operation and organization of the school in order to achieve its objectives, without prejudice to the competence of the respective governing bodies to oversee the general running of the Centre.
4. Prepare the school's annual program such as its organisation, assessment and to establish the participation procedure in the development of school project.
5. To approve the selection of curriculum resources and other teaching aids needed in the school.

### **Section Two. FACULTY.**

#### **Article 80. Teaching staff.**

The faculty is the participating body of teachers in the centre. This consists of all teachers giving lessons within the school and will be led by the school management

#### **Article 81. Role and Responsibilities**

1. Formulate proposals to the management team for project development in the school and for the annual general meeting.
2. Develop, approve and assess, under the guidance of the management team, the Curriculum program for the school.
3. Participate in the development of the School Educational Project proposed by the owner such as during the Annual General Meeting and the evaluation of the school.
4. Promote initiatives in the field of experiments and educational research.

5. Set and coordinate the criteria for assessment and adaptations to the curriculum for pupils and determine the criteria for promotion to the corresponding phases.
6. Propose to the Management Team any initiatives considered appropriate for the proper organisation of educational activities.
7. Coordinate Schedules for the various areas of knowledge, as directed by the Management Team.
8. Study and propose the management team lifelong learning themes and new pedagogical and educational ideas.
9. Analyze and assess the educational aspects of the Educational Project and the Annual General Programming.
10. Elect their representatives on the School Council.
11. Evaluate the results of the implementation of the rules of conviviality in the school, analyze the problems identified in the implementation and propose appropriate measures and initiatives to promote coexistence in the school.

## **Article 82. Performance standards.**

- Convene and chair meetings of the school faculty. The Secretary shall keep minutes of it and shall certify this with the approval of the President.
  - The notice will take place at least eight days in advance and will be dispatched along with the order of the relevant agenda. When a case requires the upmost urgency the notice may be given twenty-four hours in advance.
  - Any individual can call a staff meeting, with voice but without vote, as long the director of the school considers the declaration is appropriate advice.
  - Resolutions shall be passed, with at least an affirmative vote from more than half of those attending the meeting. In case of a tie, the president's vote shall be decisive.
- \* All members entitled to make individual votes and the record thereof in the minutes.
- The voting will remain secret when it refers to individuals or when requested by a third of the attendees with the right to vote.
  - All attendees will safeguard discretion and confidentiality of all matters discussed.
  - The Teaching staff will meet ordinarily once a week and extraordinarily when convened by the department or are requested to do so by two-thirds of the members.

## **PART FOUR. EDUCATIONAL COORDINATION BODIES.**

### **Article 83. Educational Coordination Bodies.**

- Tutor.
- Departments of each phase/stage.
- Guidance Department / psychological advisor.
- Educational Department.
- Teaching staff group.

## **CHAPTER ONE: INDIVIDUAL BODIES. THE CLASS TEACHER.**

### **Article 84. Role and Responsibilities.**

1. Participate in the development of tutorial action plan and activities orientation, coordinated by the head of studies and in collaboration with the guidance department.
2. Coordinate teachers of his group in everything related to the process student learning thereof.
3. Organize and chair meetings for assessment of his group.
4. Facilitate the integration of students in the group and encourage their development of participatory activities.
5. Direction and guidance to students in their learning processes and their academic and career possibilities.
6. Collaborate with the guidance department under the terms set by the head of studies.
7. Mediate with the rest of the staff and management team issues arising about pupils in their group in collaboration with the delegate and the deputy of the respective group.
8. Promote educational cooperation between teachers and parents, or pupil's guardians.
9. Coordinate complementary activities for their class pupils.
10. Take on board the aspirations, needs and queries of the students.
11. Inform pupils at the start of the year of their rights and duties.
12. Attend and care for pupils, along with other teachers at the school during break times and other non-school activities.



### **Article 85. Appointment and removal.**

The class teacher is a teacher with a group of pupils assigned to them. He/she is appointed and dismissed by the director on the proposal of the Head of Studies or due to the Directors own will.

## **CHAPTER TWO - COLLEGIATE BODIES. YEAR GROUP TEAMS**

### **Article 86. Composition.**

Year group teams are all teachers who give classes in the year group under the supervision of the Head of Studies.

Each year group team will be led by a coordinator or coordinator to be appointed by the Management.

### **Article 87. Functions.**

1. Make proposals for the development of curriculum.
2. Organize and develop their own teachings of the educational year, analyze objectives achieved and propose measures for any improvements.
3. Perform significant curricular adaptations for pupils with SEN, after evaluation by the specialised educational guidance service, psychologist and professional who should be directly involved in its preparation and drafting.
4. Make proposals for co-curricular activities and extracurricular.
5. Ensure coherence and continuity of the educational activities during early childhood education and primary education, as appropriate.

## **CHAPTER THREE. COLLEGIATE BODY: GUIDANCE AND PSHCOLOGY COUNCIL.**

### **Article 88. Composition.**

- Psychologist.
- Teacher from the school.

### **Article 89. Scope.**

1. Coordinate the development, implementation and assessment of educational activities, psychology and career procedures, such as the teacher's action plan and all other activities assigned to them within their role and to make a record of them at the end of the course.
2. Provide technical advice to the various bodies of the school in relation to the curriculum adaptations, educational support programs and criteria for assessment and progress/upgrade of pupils.
3. To provide students with information and guidance on alternative education and careers.

4. Develop and archive activities, strategies and personal, educational and occupational guidance and programs as well as curriculum diversity.
5. Apply intervention programs guiding pupils.
6. Devise proposals on educational psychology aspects of the curriculum.
7. Perform individual psychology assessments on pupils and develop proposals for intervention.
8. Coordinate, support and provide technical support to guidance activities, mentoring, training and retraining of teachers.

## **CHAPTER FOUR. COLLEGIATE BODIES: EDUCATIONAL DEPARTMENTS.**

### **Article 90. Composition.**

- The educational departments shall consist of all teachers who carry out lessons in their own teaching areas or in subjects assigned to the department
- Teachers are functionally assigned to a department although belonging to another area if they carry out lessons in that department.
- All staff at the school should be assigned to a department.

### **Article 91.Role and responsibilities.**

1. Coordinate the academic activities of the various areas that fall under the department.
2. Develop and coordinate the teaching programs of each of the areas and the relative criteria and guidelines for assessment according to the procedures set by the management team and the current legal framework at all times.
3. Propose school and additional activities considered necessary to enhance motivation, and improve assimilation of the different curriculum areas that make up the department.
4. Collaborate with the counselling department on prevention and detection of learning problems and possible recovery.
5. Utilise to the best of its advantage all of the resources allocated to Department.
6. Study and propose themes for ongoing teaching training to the Management Team and updates of pedagogical and educational ideas.
7. Encourage the use of languages given in the centre within appropriate activities.
8. Prepare an end of the academic year report in which it assesses the running of the department and the educational programme of the area in which they work.
9. Provide resources relative to the objectives of the audio visual media and new technologies.

10. Resolve in the first instance, all complaints arising from the assessment process that pupils formulate and pass on reports to the relative department.

11. Propose to the Management Team all initiatives deemed appropriate for the correct operation of educational activities.

## **CHAPTER FIVE. COLLEGE: YEAR TEACHING TEAMS**

### **GROUP.**

#### **Article 92. Composition and functions.**

The faculty group will be composed by all teachers who teach the group or class. They work together to determine the criteria needed to ensure coexistence, and will address and solve problems related to the group and inform the pupil's parents or guardians. The class teacher will coordinate the teaching team of the group, which will form the Appraising board.

### **FIFTH TITLE. HOUSE RULES.**

#### **CHAPTER ONE. GENERAL RULES.**

##### **Article 93. Value of Coexistence.**

The coexisting rules included in this directive are proposed and directed at our Educational Community, which refers to both behaviours and specific activities, convenient and useful for the proper conduct of relations between those of the same strata and those working together for the common purpose. With the latter, it is intended to ensure the smooth operation of the academic activities, respect among all members of the Community, the proper use of the school's premises and facilities as well as achieving the school's educational project objectives and the compliance of this Internal Regulation.

##### **Article 94. Basic tools of coexistence.**

The following are established as basic tools for achieving the correct school environment for coexistence:

- The Central Registration
- This Internal Regulation Directive.
- School Coexistence Plan.

##### **Article 95. Coexistence Plan.**

1.-The school has developed its own plan of coexistence, constituting the norm to be imposed as an action plan for prevention and intervention of any conduct that may seriously alter or impair the coexistence among its members.

2. The plan must allow the stimulation of an appropriate environment of work, mutual respect, and conflict prevention amongst members of the educational community, so that pupils acquire the basic skills, especially social competency to be able to live and

coexist in a changing society. All this with the added intention that an appropriate school life environment fosters improved academic results.

3. All the educational community members within their role have been involved in its development, monitoring and assessment, and must therefore take special care in the prevention of actions contrary to the rules of coexistence, establishing the necessary education and training measures for the normal development of educational activities in the classroom and in the school.

4. The management team will inform pupil's parents/guardians, and if necessary, the competent public institutions to adopt measures aimed to improve any personal, social, or family circumstances which could be the reason for behaviour contrary to the rules of coexistence.

#### **Article 96. Alteration and correction.**

School life is disrupted by any member of the educational community who by their actions or omissions violate the rules of coexistence referred to in this directive or those rules proposed and announced by the centre in order to better achieve its objectives.

Judgment of any disruption to the rules of coexistence as well as any relevant and appropriate amendments shall be the responsibility of the bodies referred to in this Regulation and in accordance with current legislation.

#### **Article 97. Coexistence Classroom**

1. The management team may decide to create a "coexistence classroom" so as to deal promptly and individually with a pupil who as consequence of imposing remedial educational measures due to behaviour issues described in Article 106 of this regulation, they are deprived of their right to participate in the normal course of teaching activities.

2. The objectives of the classroom are:

I. To be an observatory for coexistence in the school and a way to reflect and correct action.

II. To determine factors causing disruptive behaviour and analyse each situation to extract common variables.

III. Establish agreed measures to improve these situations.

IV. To guide teachers on possible methodological, organisational or teaching updates.

V. Fostering a genuine reflection of the pupil on their behaviour that works to raise awareness of the problem and generates the most appropriate alternative solution.

VI. Encourage student empathy with their peers and teachers.

VII. Establish commitments of future performance.

3. Criteria and conditions for the pupil to be cared for in the coexistence classroom.

In general, breaching any school rules whose remedial educational measure is referral to the classroom.

In particular, pupils will be sent if:

- a) They show deficiencies in their self-control, attitude towards homework or school integration.
- b) Their behaviour and attitude is consistently negative towards school rules.

4. Teachers in charge of the coexistence classroom shall be appointed by the Director according to the remaining hours of teaching time and the necessity of the school.

5. Protocols of action:

a. The teacher concerned with the incident fills in a form in which they will indicate the facts and reason for the expulsion of class and task the pupil must complete during this time.

b. The pupil sent from the class will go to the coexistence room with the form (if necessary believes will accompany a classmate) where he will be met by the corresponding teacher at that time, who will make sure the pupil reflects on what has happened, they will try to make the pupil understand who has been harmed and how it has made them feel as well as how they could improve their behaviour and try to reach an agreement or commitment from him/her.

c. The pupil will complete the relevant form and then must carry out the work given by the teacher who sent, and when they return to class with this teacher they should apologize to colleagues and teacher, if applicable.

d. If the pupil is to remain several hours or days in the coexistence classroom, his class teacher will be responsible for collecting the work from the various subjects and informing the pupil and teacher in charge to ensure it is completed.

e. The teacher in the coexistence classroom will inform the other teacher on the attitude of the pupil and his/her work, and inform the pupil's parents.

6. The school director is to check on the compliance of these terms and any resolutions to be taken.

## **CHAPTER TWO. RULES RELATING TO PUPILS.**

### **BREACH OF THE SCHOOL RULES.**

#### **Section One. GENERAL PROVISIONS.**

##### **Article 98. Failure to comply with the rules of coexistence.**

1. Any misconducts stated in the following directive or in accordance with existing rules may be subject to corrective or disciplinary measures, whether the pupil is in school or

taking part in a complementary or extracurricular activity as well as during dinner time and school transport services.

2. Equally any misconduct outside of school can be corrected or punished if those actions or motives are directly related to school life and affects a given member of the school community. This is without prejudice to the obligation to inform the appropriate competent authorities of such behaviours.

#### **Article 99. Implementation of corrective and disciplinary measures.**

1. The corrective and disciplinary measures applied for the breach of the coexistence rules have an educational and rehabilitation nature, ensuring the respect for the rights of pupils and seeking to improve the coexistence relationships of all members of the educational community.

2. Under no circumstances, may pupils be deprived of exercising their Educational Rights, or in the case of compulsory education, their right to education.

3. Educational corrective or disciplinary measures imposed may not be detrimental to the pupil's dignity or physical, psychological or moral integrity.

4. The infliction of the educational corrective and disciplinary measures will respect the scale of the pupil's behaviour and should contribute to improving the educational process.

5. When the alleged facts may constitute a crime or offense, they are communicated to the judicial authorities. This is without prejudice to take the appropriate precautionary measures.

#### **Article 100. Grading of remedial and disciplinary educational measures.**

1. Violations of the coexistence rules have been assessed considering the pupil's situation. For this purpose the responsible bodies for the investigation of cases or for imposing educational corrective or disciplinary measures, must take into account the personal, family or social circumstances as well as the pupil's age, therefore they may request any reports deemed relevant and just to prove that situation or circumstance.

2. For the purposes of grading the educational corrective and disciplinary measures, the following mitigating circumstances will be considered:

- a. To understand if the misconduct was spontaneous or planned.
- b. If the pupils has not committed any previous actions contrary to the rules of coexistence.
- c. Wishing to apologise, in cases of slander, offenses and disruption of school activities.
- d. Offering compensatory actions for the disturbance caused.
- e. The lack of intentionality.
- f. The unusual nature of the act in comparison to their habitual behaviour.

g. Sufficient provocation.

3. For the same purpose the following aggravated circumstances shall be taken into account:

a. Premeditation.

b. Reiteration.

c. Any discriminatory conduct by reason of birth, race, sex, culture, language, economic, social, political, moral or religious views, or due to physical, sensory or psychic disabilities or any personal or social circumstance.

d. If the person was in a position of inferiority, age, handicap, recent incorporation into the school or in a defenceless situation at the time the theft, assault, injury or offense was made,.

e. Publicity including advertising through information and communication technology.

f. Performing in groups or with intent to rely on anonymity.

#### **Article 101. Repair to damage.**

1. Pupils who individually or collectively cause intentional or negligent damage to equipment or facilities, computer (including software) or any property belonging to the school or members of the educational community, will be obliged to repair the damage or bear the economic cost of repair or restoration, as long as the teachers, mentors or any faculty member responsible for monitoring the underage pupil, proves that they carried out all due care required by law and under the terms provided herein.

2. Pupils who steal school property should return the stolen goods, or compensate their value economically.

3. In relation to the provisions of paragraphs 1 and 2 of this Article parents or guardians have parental civil liability in the terms provided by law.

4. Economic compensation for damages caused is not an acceptable reason for excluding the disciplinary proceedings for the actions committed.

5. The school director will notify the competent regional educational Directors the facts set out in paragraphs 1 and 2 of this Article to initiate timely repayment record.

#### **Article 102. Communication Procedures.**

1. The procedure to notify the pupil or their Parents or guardians of any resolutions may be carried out by any means that allows to record receipt.

2. Pupils or their parents or guardians if they are minors, are required to provide their address at the beginning of the school year or at the time of enrolment, in order to be notified in case of any communication needed related to behaviours that interrupt the normal organisation of school life.

3. Changes to postal addresses or email addresses that may occur throughout the school year should be communicated to the school at the time they become effective.

### **Article 103. Days Absent and Assessment.**

When a reason for absence has not been given, parents will be informed and requested to justify the absence. If they cannot get the pupil to attend class regularly and given the repeated lack of class attendance makes it impossible to implement the ongoing nature of the assessment, they will be assessed globally in the June session.

### **Article 104. Collective decisions of truancy.**

1. In accordance with current legislation, collective decisions made by pupils from the third year of compulsory secondary education regarding truancy, will not be considered misconduct or be penalized if these have been a result of exercising the right of assembly and have been communicated previously to the school.

2. Collective decisions of truancy taken by pupils who are minors must have authorization from their parents or guardians.

3. The collective decisions of truancy, which relates to the above paragraph, will have to be supported by more than 20 students who have the right to participate in the decision in accordance with Article 1.2 of the Law Organic 9/1983, of 15 July, regulating the right of assembly.

4. The authorization of a parent or legal guardian of the student for not attending class implies the school is exempt from any liability arising due to the pupil's actions, both with other pupils or with respect to third parties.

5. In any case, the school will guarantee the right to attend class and stay in school duly attending to those pupils who do not wish to exercise their right of assembly under the terms provided in the legislation, and those who do not have the required authorization from their parents or guardians.

6. Collective decisions of pupils to exercise their right of assembly, involving truancy and authorisations from pupil's parents, must be communicated to the School Director within at least five calendar days.



## Section Two: BEHAVIOUR CONTRARY TO THE RULES OF COEXSITENCE.

**Article 105. Classification, remedial actions and staff responsible for implementing the corrective measures needed.**

BEHAVIOUR CONTRARY TO THE RULES OF COEXSITENCE.	EDUCATIONAL CORRECTIVE MEASURES	STAFF RESPONSIBLE FOR IMPLEMENTING THE MEASURES.
Unjustified lateness	Verbal reprimand, if need to reiterate should be in writing in the diary to the parents. Forbidden to enter into class, and should go to the detention room.	Head of studies Teacher
Unjustified absence	Verbal reprimand. Telephone Communication. Unjustified absence on examination days deprives the right to retake the exam.	Head of studies Teacher
To not take the necessary books and materials to class on purpose.	Verbal reprimand and written communication in the diary.	Teacher
To turn up to class in the incorrect uniform.	Verbal reprimand. Take appropriate measures to ensure they always enter school with the corresponding uniform or tracksuit, telephoning their parents to bring in the correct uniform. On the third time they should stay in the hall/reception until they come with the correct uniform.	Class teacher
Lack of interest to develop their own work responsibly.	Verbal reprimand, in case of needing to reiterate it should be in writing in the diary to the parents.  Special meeting to be arranged with parents.	Teachers Class teachers
Negative attitude towards the teacher's guidance and remedial corrections.	Verbal reprimand, in case of needing to reiterate it should be in writing in the diary to the parents.  Special meeting to be arranged with parents	Director Teachers
Breach of discipline in the centre.	Verbal reprimand. Immediate appearance in front of the head of studies or School director.  Written communication in the pupil's diary.	

	Special meeting with parents. Suspension of the right to participate in the following excursion after the remedial correction.	
Refusal to pass on information provided to parents or guardians by the centre and vice versa (not bringing the diary to the centre and home)	Verbal reprimand. The person responsible for the pupil will supervise school materials and check the diary. Communication to parents.	Head of school or teacher.
Alteration or manipulation of the documentation provided to parents or guardians by the school.	Verbal reprimand. Appearance before the head of the centre or head teacher. Telephone communication to parents and if necessary, a personal interview.	Head of the school and teachers.
Improper use of ICT for the activities carried out in the school.	Verbal reprimand. Written communication to parents not permitted to use ICT , and set other alternative work.	Head of the school and teachers.
Breach of the school ban on the use of mobiles, listening apparatus or other electronic devices unrelated to the teaching process if they are not needed to perform class assignments.	Confiscation of the apparatus for a week, turned off and with any of its cards.  Written communication or by telephone to the parents or guardian.  The apparatus will be handed back to the parents/guardian responsible when the above mentioned time has passed.	Director Teachers
Refusal to comply with the corrective measures adopted against behaviour contrary to the house rules.	Verbal reprimand. Written communication to parents Meeting with the parents. Deprived of patio for a maximum of 5 days. Relieved from the right to take part in any school excursions that follow the remedial action taken.	Director Head of Studies Teachers

## IN CONNECTION WITH PEERS

BEHAVIOUR CONTRARY TO THE SCHOOL RULES	SCHOOL MEASURES	REMEDIAL	PERSON RESPONSIBLE FOR IMPLEMENTING THE MEASURES
Incorrect or inconsiderate acts of insult or injuries against their peers.	Verbal reprimand.  Written communication to parents.  Attend the detention classroom during the times and classes decided.  Deprived of playtime during a maximum of 5 days.		Director Teachers
Intentional damage to materials of objects belonging to their peers.	Verbal reprimand.  Written communication to parents.  Restoration of the relative goods or materials.  Deprived of playtime during a maximum of 5 days.		Teachers
Disturbing the progress of the class performing acts that impede the right and duty to study of their peers.	Verbal reprimand.  Written communication to parents.  Deprived of the right to attend certain classes during a period of 5 days and to attend the detention class.		Director Teachers
Playing violent games.	Verbal reprimand.  Written communication to parents.  Deprived of playtime during a maximum of 5 days.		Teacher
Aggressive acts verbal or physical.	Verbal reprimand.  Written communication to parents.  3 day expulsion for mild cases and 5 days for serious cases.		Director Head of Studies Class Teacher

## CORRESPONDING TO TEACHERS

BEHAVIOUR CONTRARY TO THE SCHOOL RULES	REMEDIAL MEASURES	PERSONNEL RESPONSIBLE FOR IMPLEMENTING THE MEASURES
Not attending discussions to clarify issues arising in the school.	Verbal reprimand.  Appearance in front of the director or head of studies.  Written communication to parents.	Head of studies  Teachers
Intentional damage to objects and resources	Verbal reprimand.  Restoration of the relative objects or resources.  Reprived of playtime for the maximum of 5 school days.  Deprived of the right to attend certain classes during a period of 5 days and to attend the detention class.	Director  Teachers
To leave the classroom or the school without the teacher's permission.	Verbal reprimand.  Written communication to parents.  Reprived of playtime for the maximum of 5 school days or set academic tasks to be carried out in free time.	Director  Teachers.
Incorrect acts against the teacher.	Verbal reprimand.  Written communication to parents.  Incorporation into the detention classroom.  Reprived of the right to participate in school trips (Extra curriculum.)	Director  Teachers.

**CORRESPONDING TO OTHER PERSONNEL, SECRETARY, ADMINISTRATION, OR OTHER SERVICES.**

<b>BEHAVIOUR CONTRARY TO SCHOOL COEXISTENCE RULES</b>	<b>EDUCATIONAL REMEDIAL MEASURES</b>	<b>PERSONNEL RESPONSIBLE FOR IMPLEMENTING THE MEASURES</b>
Incorrect acts against personnel.	<p>Verbal reprimand.</p> <p>Restoration of the relative objects or resources.</p> <p>Reprimed of playtime for the maximum of 5 school days.</p>	Director Teachers.
Intentional damage to objects or resources.	<p>Verbal reprimand.</p> <p>Restoration of the relative objects or resources.</p> <p>Reprimed of playtime for the maximum of 5 school days.</p> <p>Deprived of the right to participate in school outings that follow the infliction of the remedial measures.</p>	Director Teachers.

## CORRESPONDING TO ALL MEMBERS OF THE EDUCATIONAL COMMUNITY

<b>BEHAVIOUR CONTRARY TO THE SCHOOL RULES</b>	<b>REMEDIAL MEASURES</b>	<b>PERSONNEL RESPONSIBLE FOR IMPLEMENTING THE MEASURES</b>
Incorrect social behaviour, especially using inappropriate or incorrect language	Verbal reprimand.  Written communication to parents.  Set academic tasks to be carried out in free time with a maximum of 5 days.	Director Teacher
Not respecting the work and duties of the different educational community members.	Verbal reprimand.  Written communication to parents.  Set academic tasks to be carried out in free time with a maximum of 5 days.	Director Teachers
Lack of cooperation in school and convivial activities.	Verbal reprimand.  Written communication to parents.  Set academic tasks to be carried out in free time with a maximum of 5 days.	Director Teachers
Any actions that could be harmful to the integrity and the health of any member of the educational community.	Verbal reprimand.  Written communication to parents.  Restoration of the relative objects or resources.  Set academic tasks to be carried out in free time with a maximum of 5 days.  Deprived of the right to participate in school outings that follow the infliction of the remedial measures.	Director.  Teachers.

Not respecting the courtesy rules.	Verbal reprimand.  Written communication to parents.	Director  Teachers
Not using the school building, furniture, fixtures and equipment for its intended purpose and disrespect of operational rules such as to secure access to certain areas of the school.	Verbal reprimand  Written communication to parents.  Reprimed of playtime for the maximum of 5 school days.	Director  Teachers

### **Article 106. Implementation of Remedial measures.**

To apply the previous remedial measures a disciplinary record statement is not necessary, however, the implementing of remedial measures such as suspension of the right to participate in complementary or extra-curriculum activities and suspension of the right to attend certain classes it is mandatory to allow for a discussion process of 10 working days for either the pupil or pupil's parent if the child is a minor of 10 working.

The remedial measures imposed will be from immediate effect.

### **Article 107. Written record and recording of corrective educational measures**

All the remedial measures implemented should be recorded in writing in the school, with exception to those referred to as verbal reprimands, written or immediate appearances before the head teacher or director, which includes the description of the behaviour that caused the measures, the complete story and the remedial measures adopted. If necessary later the Director of the school or personnel delegated will log it.

### **Article 108. Time Limits.**

1. Behaviour contrary to the normal school life loses effectiveness in a time limit of a month from the date it occurred.
2. The remedial measures adopted for behaviour contrary to the school rules becomes ineffective within a month of its implication.

### **Article 109. Repetition of behaviour contrary to the school rules and lack of collaboration from the parents or guardians.**

1. In those cases where after the appropriate remedial measures have taken place the pupil continues to repeatedly presents disruptive behaviour in the school besides applying the corresponding corrective educational measures, after notifying parents or guardians in the case of minors the pupil may be transferred to a public associate deemed appropriate, in order to adopt measures to amend any personal, family or

social circumstances of the pupil that may be determinants of the emergence and persistence of these behaviours.

2. In those procedures and remedial educational measures in which the school requests the direct involvement of parents or guardians of the pupil and they reject it, the school will inform the Education Administration in order that appropriate measures are taken to ensure pupils rights contained in existing legislation and in Article 23 and set out in this directive as well as the fulfilment of the duties set out in Articles 38 and in this directive, if in the end the said Education Administration considers that this conduct is causing severe harm to their child's education they will contact the relative associations.

### **Section 3. Serious Breach of School Coexistence rules.**

**Article 110. Case type, remedial measures and personnel responsible for implementing the measure.**

<b>SERIOUS MISCONDUCT HARMFUL TO THE SCHOOL COEXISTENCE PLAN.</b>	<b>REMEDIAL MEASURES</b>	<b>PERSONNEL RESPONSIBLE FOR IMPLEMENTING MEASURES.</b>
Impersonation	Written communication to the parents. Carry out academic tasks during free time for a period of more than 5 working days and a maximum of 15	Director
Bringing into school or at the exit of school dangerous objects or substances harmful to any member of the school community.	Verbal reprimand and written notice to the parents. Suspended from school for a period of between 6 and 30 working days.	Director
Damage, theft or falsification of academic documents.	Verbal reprimand and written notice to the parents. Suspended from school for a period of between 6 and 30 workings days.	Director
Cases of behaviour contrary to the school coexistence rules which involve leading a group of pupils or intentionally publicising the misconduct via any media.	Verbal reprimand and written notice to the parents. Suspended from school for a period of between 6 and 30 workings days.	Director



Repeated refusal to comply with remedial measures adopted for misconduct.	Written communication to the parents. Carry out academic tasks during free time for a period of more than 5 working days and a maximum of 15. Deprived of the right to participate in the next extra-curriculum activity planned by the school.	Director
Refusal to comply with the disciplinary measures taken against any misconduct that seriously affects coexistence in the school.	Verbal and written warning.  Suspended from school for a period of between 6 and 30 workdays.	Director
Improper or unauthorized access to files and file servers from school	Verbal and written warning.  Suspended from school for a period of between 6 and 30 workdays.	Director
Any act which threatens the Educational project or the nature of the school.	Verbal and written warning.  Suspended from school for a period of between 6 and 30 workdays.	Director
Using multimedia devices to record sounds or images of the school to which the purpose is not academic and has not been authorised.	Verbal and written warning.  Suspended from school for a period of between 6 and 30 workdays.	Director
Publishing images or sounds recorded in the school	Verbal and written warning.  Suspended from school for a period of between 6 and 30 workdays.	Director

## WITH REGARDS TO PEERS

<b>SERIOUS MISCONDUCT HARMFUL TO THE SCHOOL COEXISTENCE PLAN.</b>	<b>REMEDIAL MEASURES</b>	<b>PERSONNEL RESPONSIBLE FOR IMPLEMENTING MEASURES.</b>
Physical aggression or moral duress, threats and serious discrimination toward peers as well as any acts of serious disrespect towards their integrity or dignity.	Verbal warning. Meeting with parents. Suspended from school for a period of between 6 and 30 workings days. Depending on the seriousness of the misconduct changing of school 's may be considered.	Director
Harassment and humiliation particularly of a sexist or racist nature towards peers most vulnerable due to their personal, social or educational characteristics.	Verbal warning. Meeting with parents. Suspended from school for a period of between 6 and 30 workings days. Depending on the seriousness of the misconduct changing of schools may be considered.	Director
Bullying	Verbal warning. Meeting with parents. Suspended from school for a period of between 6 and 30 workings days. Depending on the seriousness of the misconduct changing of school 's may be considered.	Director
Actions that may injure or seriously jeopardize the personal integrity and health of peers.	Verbal warning. Meeting with parents. Suspended from school for a period of between 6 and 30 workings days. Depending on the seriousness of the misconduct changing of school 's may be considered.	Director
Instigation or encouragement to commit an offense which seriously affects the coexistence in school.	Verbal warning. Meeting with parents. Suspended from school for a period of between 6 and 30 workings days. Depending on the seriousness of the misconduct changing of school 's may be considered.	Director

## IN RELATION TO TEACHERS.

<b>SERIOUS MISCONDUCT HARMFUL TO THE SCHOOL COEXISTENCE PLAN.</b>	<b>REMEDIAL MEASURES</b>	<b>PERSONNEL RESPONSIBLE FOR IMPLEMENTING MEASURES.</b>
Physical aggression or moral duress, threats and serious discrimination towards colleagues as well as any acts of serious disrespect towards their integrity or dignity.	Verbal warning. Meeting with parents. Suspended from school for a period of between 6 and 30 workings days. Depending on the seriousness of the misconduct changing of school 's may be considered.	Director
Harassment and humiliation towards the teachers.	Verbal warning. Meeting with parents. Suspended from school for a period of between 6 and 30 workings days. Depending on the seriousness of the misconduct changing of school 's may be considered.	Director

**IN RELATION TO OTHER PERSONNEL, SECRETARY, ADMINISTRATION, AND OTHER SERVICES**

<b>SERIOUS MISCONDUCT HARMFUL TO THE SCHOOL COEXISTENCE PLAN.</b>	<b>REMEDIAL MEASURES</b>	<b>PERSONNEL RESPONSIBLE FOR IMPLEMENTING MEASURES.</b>
Physical aggression or moral duress, threats and serious discrimination towards colleagues as well as any acts of serious disrespect towards their integrity or dignity.	Verbal warning. Meeting with parents. Suspended from school for a period of between 6 and 30 workings days. Depending on the seriousness of the misconduct changing of school's may be considered.	Director

## IN RELATION TO THE EDUCATIONAL COMMUNITY

<b>Serious Misconduct harmful to the School Coexistence Plan.</b>	<b>Remedial Measures</b>	<b>Personnel Responsible for implementing measures.</b>
To seriously damage the school's building, materials or documents or the belongings of any member of the educational community.	Verbal warning. Meeting with parents. Suspended from school for a period of between 6 and 30 workings days.	Director
Unjustified actions that seriously disrupt the normal running and development of the school's activities.	Verbal warning. Meeting with parents. Suspended from school for a period of between 6 and 30 workings days.	Director
Actions that may injure or seriously jeopardize the personal integrity and health any member of the educational community.	Verbal warning. Meeting with parents. Suspended from school for a period of between 6 and 30 workings days.	Director
Serious acts of slander and insults against a member of the educational community that goes beyond the disregard for the rules of coexistence.	Verbal warning. Meeting with parents. Suspended from school for a period of between 6 and 30 workings days. Depending on the seriousness of the misconduct changing of schools may be considered.	Director

### **Article 111. Mechanisms that will enable the monitoring of pupils suspended from the school.**

1. Should the disciplinary action involve the suspension of the right to attend certain classes, the head teacher will organize the care of these students to undertake academic work that has been assigned by their course teachers.
2. If the pupil is suspended over a period of between 6 and 30 days the teachers will assign work to be done on a weekly basis. The class teacher will then be in charge of coordinating said tasks that will be checked in the school each week in the Primary school between 12.30 and 13.30.

### **Article 112. Criminal Responsibility**

The owner of the centre will immediately communicate the prosecution minister or prosecution for minors, of any fact that could constitute a crime or misdemeanour subject to taking appropriate precautionary measures.

## **Section 4. IMPLEMENTATION AND PROCEDURE**

### **Article 113. Implementation and procedure**

1. Serious misconduct detrimental to the school coexistence plan will only be subject to disciplinary measures which correspond to the written disciplinary proceedings.
2. The school management will make the decision to start a disciplinary record on a pupil either on their own initiative or if proposed by a member of the educational community.
3. The decision to initiate a disciplinary record shall be agreed within a maximum period of four days after the facts of the incident have been acknowledged.
4. The School director will confirm in writing the opening of the disciplinary record which should contain.
  - Pupil's name and surname.
  - The date of the incident.
  - The monitor appointed to be in charge of the case.
  - The person appointed to assist the monitor, if required due to the complexity of the case.
  - The temporary measures that have been agreed by the competent body without prejudice to any other made during the disciplinary proceedings.
5. The appointed monitor, the offending pupil and their parents or guardian, if the student is a minor, should be notified that a disciplinary record has been opened. The notification must point out to the parties concerned that if an appeal against the contents of the initial claim is not made within a maximum of 10 days, it can be considered that the preliminary judgement and the proposed resolution has been accepted.

Only those who have legal status have the right to know the contents of the disciplinary files during any moment of the procedure.

### **Article 114. Instruction and proposed resolution.**

1. The monitor in charge of the proceedings having received notification of the appointment and within a maximum of 10 working days will carry out any actions considered necessary, request the relative reports as well as any consultations deemed appropriate to clarify the facts.
2. Once the above actions have been carried out the monitor will draw up the proposed resolution that will then be transmitted to persons concerned or the pupil's parents or guardians if the pupil is a minor allowing a hearing within 10 working days.
3. In some cases the hearing can be made void when the only facts taken into account are those made by the person directly involved.

4. The resolution should contain:

- a) The charges against the pupil stated in the report.
- b) The type of misconduct is classified according to article 110 in this directive.
- c) The seriousness of the misconduct may vary depending on how the pupil evaluates his responsibility.
- d) The applicable remedial measure taken from the article 111 in this directive.
- e) The director's capacity to solve the issue.

5. When the public interest is such that it may be decided by the school's own initiative or due to a legal request that procedures are to be processed urgently and therefore the normal deadlines will be reduced by half.

#### **Article 115. Resolution and Notification**

1. The deadline for the resolution of disciplinary proceedings from initiation to resolution, including notification may not exceed one month.
2. The resolution that must be approved will contain:
  - a) The incident or misconduct the pupil is accused of.
  - b) Any mitigating or aggravating circumstances.
  - c) The legal grounds on which the penalty imposed is based.
  - d) The contents of the sanction and the date it will take effect.
  - e) The department to which the appeal should be made and any applicable deadlines.
3. The director's decision on a case study is final.

#### **Article 116. Guidance**

2. The acts described in Article 109 of this regulation expire after three months from its commission.
3. The disciplinary measures will expire after three months from its implementation.

#### **Article 117. Precautionary measures**

1. In opening a file or at any time during its course, the school management, using its own initiative or at the proposal of the monitor, may decide to apply temporary measures for precautionary and educational purposes, if deemed necessary to ensure the normal progression of the school activities.
2. The provisional measures could consist of the following:-
  - Temporary change of class
  - Suspended temporarily from certain classes
  - Suspended temporarily from certain school activities
  - Suspended temporarily from school
3. The temporary measures can be established for a period of no longer than 5 working days.

4. In severe cases, after an objective assessment of the facts has been made by the school management, either using its own initiative or due to a proposal by the monitor, in exceptional cases, taking into account the disturbance caused to the school's coexistence plan and normal activities, damage caused and the significance of the misconduct, the temporary corrective measure proposed will be maintained until the disciplinary procedure is concluded, without prejudice to the type and timing of the proposed remedial measure except in the case where the corrective measure consists of a change of centre.
5. The director of the centre can revoke or modify the provisional measures adopted in any moment.
6. In the case where the pupil who has committed the presumed misconduct is a minor, the provisional measures should be communicated to the parents or guardians.
7. When the provisional remedial measure adopted consists of not attending certain classes in order to implement this, and with the aim to avoid any interruption to the pupil's learning process, this will be done with the pupil in the school carrying out academic tasks recommended by the pupil's teachers. The head teacher will organise the care of the pupil during this time.
8. When the provisional remedial measure adopted consists of temporary suspension from the school, the class teacher will send to the pupil, as stated in the article 112 a detailed plan of the academic and educational activities that they must carry out.
9. When the disciplinary procedure has been concluded, if the provisional measure and the remedial measure is exactly the same, the days that were established as an interim measure and fulfilled by the pupil will be taken into account when completing the remedial disciplinary measure.

### **CHAPTER 3. THE REST OF THE EDUCATIONAL COMMUNITY MEMBERS**

#### **Article 118. Single Provision**

Without prejudice to the regulation that is derived from the specific relation between different members of the educational community and the school owner (labour, civil, or commercial, relationship) the disruption to the coexistence plan by any educational community member may be corrected by the owner by:

- Private reprimand/counsel / injunction.
- Public injunction.
- Limited access to facilities, activities and school services.

### **ADDITIONAL PROVISIONS**

#### **First. Working relations**

Without prejudice to the provisions of this directive, the employment relationship between the owner and the contracted personnel will be regulated by the relevant legislation. Equally, it shall be governed by the specific regulations of the workers union.

Second. No discrimination in the terms used.

Respecting and guaranteeing the presence of equality for women, in any field, let it remain constant that any expression that defines an activity or condition (worker, teacher, student, parent, child, director or head of studies, etc.) is used referring to both sexes.

### **Annulment Provisions**

Any other internal school rule or acquired customs due to certain repeated rituals shall remain valid when the present enters into effect.

### **FINAL PROVISIONS**

#### **First**

The present regulations have been written on the bases of all experiences accumulated throughout the recent years running of the school operation and with the aim to organise and improve any guidelines for action not only with reference to the teachers and personnel but also as an administration document for the parents and the owner of the school.

#### **Second**

This regulation will be subject to public exposition as from the ..... and with 20 consecutive days with the aim to collate relative suggestions and opinions.

After these 20 days when any deficiencies are identified it will be approved and published by the school.

#### **Third.**

This present document will become effective in September 2015 coinciding with the start of the new school year 2015/2016.