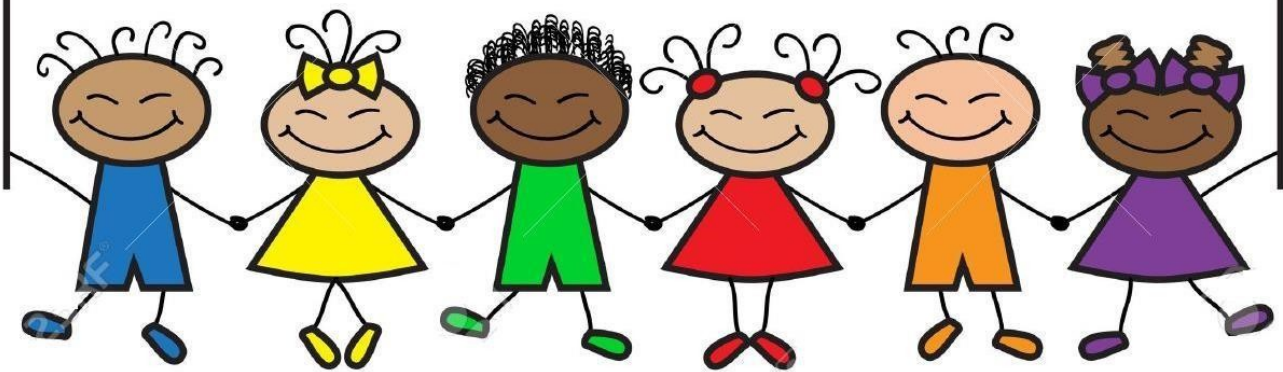


**SCHOOL COEXISTENCE MANUAL**  
**Infant School 2021**  
**THE SOUTHLAND SCHOOL**



## **PART I: CONCEPTUAL FRAMEWORK AND GENERAL PROVISIONS.**

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### **1. INTRODUCTION.**

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In our school we express the seeking of common good through a helping and loving attitude, from us and to us, as members of the educational community, and in general. Taking this fundament, the present “School Coexistence Manual” has been elaborated to potentiate and favor the good in all of our community.

Our students are experiencing a developing and formation process. Because of this, the major responsibility will lie on adults responsible for addressing a conflict at a determined time.

This Infant Cycle Coexistence Manual provides us with background information for duties and rights of all of the educational agents who are involved in the integral formation of our students, through a guiding instrument, which is coherent with our School Institutional Educational project, as well as with the present education legislation.

This document specifies values and norms from The Southland School educational community, actions that promote the positive coexistence and responsibilities of the educational actors. It develops what is expected from every Southland student and declares behaviors that are unfavorable for a positive coexistence.

Objectives of this Infant cycle Coexistence Manual:

- Establish a normative framework and procedures that regulate coexistence between each person involved in the educational process.
- Provide boys and girls with learning opportunities, as well as with relation and attitude ways based on values that the School seeks to promote.
- Facilitate the creation of a classroom environment for educators, subject and assistant teachers, fostering student’s learning.
- Care for the common good and safety of every educational community member.

## **2. DOCUMENT REVIEWING, UPDATING AND BROADCASTING POLICY.**

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### **2.1 ABOUT THE COEXISTENCE MANUAL UPDATING.**

This document contains domestic provisions that are associated and respond to the context that emerge from the Republic of Chile Political Constitution, the General Law of Education and the Convention on the Rights of the Child, among other current legal provisions.

On the one hand, this implies the application of measurements and actions proposed in the present Coexistence Manual, and on the other, the linking of this and other institutional documents with the social and legal context from which they emerge.

This is why the present document may be and must be evaluated, incorporating modifications and updates that are necessary over the time, as well as unforeseen situations to fit with needs of our educational community.

### **2.2 ABOUT THE COEXISTENCE MANUAL BROADCASTING.**

The School Coexistence Manual broadcasting is proposed as a basis document for the understanding, regulation and maintenance of a positive community coexistence. Thus, this must be known by every member who is part of it. In order to achieve this, the following instances have been provided:

- a) Once the school year registration has been carried out, families will be committed to adhere to and comply with all provisions stipulated in the present normative, according to what is established in the contract signed by guardians.
- b) The School Coexistence Manual will always be published on our website <http://www.southlandschool.cl>, being obligatory that families take knowledge of it and keep informed about changes made.
- c) Once school year starts, the Head Educator from each grade will report main points of the School Coexistence Manual during the first meeting with guardians.

## **PART II: SCHOOL COEXISTENCE.**

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### **1. CONCEPTUAL FRAMEWORK AND VALUES DECLARATION**

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The Law about School Violence understands positive school coexistence as “the peaceful coexistence among educational community members”, what supposes a positive inter-relation among them, in addition to allow an adequate compliance of educational objectives, within an environment to promote the integral development of students”.

The school coexistence is a way of interaction among community people, which is supported by the mutual respect and solidarity. It is expressed in a harmonious inter-relation without violence between the diverse actors from the Educational community. (Mineduc, 2011).

As per Mineduc, the School Coexistence Policy is based on 3 essential axes: It has a formative approach because living with others is taught and learnt; it requires the whole commitment and involvement of the educational community, according to roles, functions and responsibilities of each actor and entity, and all the actors are subjects with rights and responsibilities who must act to safeguard every man and woman’s dignity (Mineduc, 2011).

The good coexistence is a well-being factor for people and human groups, which influences positively the students’ learning quality at all school levels: Infant, Junior and Senior Cycles, becoming respect of students’ rights and the formation of their responsibilities and duties a substantial part of our educational mission. Protection of this school environment requires a reflection about the natural asymmetry of relations within the school organization, where there are different hierarchical entities that must be respected, without setting aside the basic symmetry referred to everyone’s dignity.

## **2. POSITIVE COEXISTENCE PROMOTION**

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We promote a healthy coexistence among students through an inclusion environment, wherein we incorporate a generalized inclusion glance towards all of our school community members, without a particular focus on a determined group of students or people. We work based on autonomy, since our students are considered people able to reflect, make decisions, participate and take responsibilities.

## **3: CONFLICT PEACEFUL RESOLUTION POLICY**

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Our school declares its orientation to dialog in an environment of respect, solidarity and tolerance, as the most important strategy of encounter between two people and/or groups. It also highlights its formative nature and recognizes it as a priority work tool for developing girls/boys and youth.

Based on the foregoing, the conflict peaceful resolution policy is declared below, which is supported on the School Mediation Tool, its characteristics, actors, possibilities and restraints.

It is important to add that a peaceful conflict resolution is not opposed to the application of disciplinary measurements, in case that the existence of a reiterated behavior is proven and constitutive of offence.

### **3.1 SCHOOL MEDIATION**

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#### **A.- DEFINITION:**

It is a way to solve conflicts between two or more people helped by a third impartial person, the mediator, who regulates the communication process towards a possible solution, to satisfy the needs of the parties in conflict. It is a very useful strategy when conflicts occur and even when there is an explicit coexistence normative framework.

It also constitutes a preventive tactic since it teaches a behavioral repertory that people begin incorporating in their relations with the rest to improve their quality.

## **B.- SCHOOL MEDIATOR'S ROLE:**

It seeks to satisfy needs of the parties in conflict by regulating the communication process to lead it to simple steps, in which, if parties collaborate, there may be a positive solution for everyone, or at least a satisfactory solution.

## **C.- MEDIATION'S CHARACTERISTICS**

- **Willingness:**  
It is for both parties and mediator. In this process there are not impositions at all. All the educational community members have the right to a mediation instance.
- **Confidentiality:**  
Addressed issues may not be disclosed by parties or mediator.
- **Impartiality:**  
The mediator shall have a permanent, rigorous and impartial watching.
- **Communication and collaboration:**  
As an assisted negotiation, parties shall cooperate in the resolution of their conflict.
- **Equitable conditions:**  
It is based on the relational symmetry of parties involved in the conflict.

## **D.- TYPES OF MEDIATIONS**

Once principles and basic conditions of School Mediation have been defined, it is relevant to make explicit execution modalities of them within the School.

In synthesis, the mediation process leads to two implementation ways in the daily school activity:

- "Spontaneous" or informal mediation. (Head teacher)
- Formal mediation, "institutionalized" or by mediation teams (Head teacher, Coordination and/or Formation Team).

## **E.- ROLE AND FUNCTION OF MEDIATORS**

- They guide the process, but they do not assume the responsibility of transforming the conflict.
- They help parties to identify their needs and interests.
- They are attentive to values that parties use as a guide.
- They help parties to understand each other and balance their approaches.
- They contribute to generate confidence between parties and throughout the process.
- They propose procedures for searching solutions.

- They do not judge parties.

## **F. CONSIDERATIONS FOR THE INFANT CYCLE MEDIATION**

### **1. PREVIOUS CONDITIONS TO APPLY MEDIATION**

- Receive needs from a boy/girl who is asking for help.
- Use timing for the application of mediation.
- Find the right place to apply mediation.
- Invite warmly the other party to get involved in the mediation.
- Invite parties to talk and meet each other again.
- Get up to the boys/girls' height.
- Begin with the application of mediation steps to the person who asked for help.
- Give the floor to the party who needs to strengthen any aspect, taking the process turn again, later.

### **2. THE NON-APPLICATION OF THIS MEDIATION IS SUGGESTED IN THE FOLLOWING CASES:**

- When there is violence, reactions from pathologies that require a pharmacological treatment.
- When there is reiterated breach of previous mediation agreements.
- When *previous conditions* to apply the mediation are not complied.
- When boys/girls have an emotional crisis or others.
- When boys/girls do not want to participate or talk.

### **3. FINAL CONSIDERATIONS:**

- The school mediation in students of the infant cycle constitutes a versatile resource to promote individual's integral development (socio-emotional aspect and cognitive and communication skills).
- The formative addressing of school mediation in students of the infant cycle enriches the repertory of strategies to favor healthy social practices in the future, with solid values for a living marked by respect, collaboration, tolerance and diversity towards peace.
- The school mediation may be complemented with other strategies, initiatives or projects tending to favor school or social coexistence.
- As a pedagogic resource, school mediation is a necessary, strong and wide contribution to the integral development of boys/girls.

## **4: RIGHTS, DUTIES AND RESPONSIBILITIES OF THE EDUCATIONAL COMMUNITY.**

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### **4.1 OF THE SCHOOL PERSONNEL**

It is a task of the entire school personnel to favor a school environment that promotes a positive coexistence and adherence to the institutional values, keeping a respectful attitude towards all members of the school community, as well as knowing and respecting what is stipulated in the present Coexistence Manual.

It must be pointed out that, since our students are in a developing and formation process, the greater responsibility will lie always on adults responsible for addressing a conflict at a determined time.

#### **A) RIGHTS**

Every School Officer has the right to:

1. Receive a fair and respectful treatment from their superiors, colleagues, parents, guardians and students.
2. Protect his/her physical and moral integrity, as well as his/her personal dignity, not to be an object of any degrading or humiliating treatment by any member of the school community.
3. Express freely without any prejudice to the rights of all members of the educational community, respecting the institution and being coherent with principles contemplated in this document and with institutional strategic guidelines.

#### **B) RESPONSIBILITIES**

School Teachers are the main responsible for the education and formation of students during the school day. Their responsibilities include:

1. Ensure a positive coexistence within the School.
2. Represent faithfully the institutional values.
3. Keep a kind and respectful treatment with colleagues, students, guardians and School personnel.
4. Take current opportunities to strengthen and recognize positive behaviors.



5. Address, always with a formative spirit, behaviors that are unfavorable for the positive coexistence, making a register of them and/or participating in the elaboration of strategies tending to modify these behaviors.
6. Cooperate with strategies that are being developed by other teachers, or other instances, in conjunction with students.
7. Keep a close contact with educators in relation to behavior, evolution and implemented measures to their students.
8. Participate actively in the council of teachers, making contributions to the analysis of each student with observations and comments.
9. Know and apply rigorously the School Coexistence Manual.
10. Inform the guardian about all relevant situations occurred during a school day.

## **4.2 OF GUARDIANS**

Parents and guardians are the main agents of their children's education and formation. According to Law No. 20,536, "fathers, mothers and guardians' duties are to educate their children and to get informed on the educational project and operation norms of the establishment they have chosen; complying with the educational establishment commitments assumed; respecting its domestic normative and giving a respectful treatment to all members of the educational community".

Parents and guardians declare, in the act of enrolling their son/daughter in The Southland School, their adherence to the educational project, its mission and vision, and, in particular, the institutional values.

### **A.- GUARDIAN'S RESPONSIBILITY**

Every student must have a Guardian, and such function may be performed by his/her mother, father or both, or a third person who validates the role before the School as a holder of the student's educative process. In case of absence and/or temporary limitation to comply with these responsibilities, a substitute guardian shall be designated.

As per principles and values that define our formation proposal, we declare, as an educational community, the profile and role of The Southland School Guardian:

1. We understand guardian's responsibility as a holder of the "educational process of a student". Therefore, the guardian is a present and active actor in the education, formation, development and health of his/her son or daughter.

2. We promote a family environment, where education and formation of integral people are valued, educating children in the respect and value of every person's dignity.
3. We understand that the guardian must assume his/her responsibility for actions related to behavior, academic and value performance of a student.
4. We understand the guardian as a central agent for the education of children, being the guardian's behavior a model and example to follow by them, as well as for others male/female students. For this reason, we demand an appropriate behavior and treatment from a guardian to the institution and/or any member of the educational community.
5. We understand that the guardian is responsible for his/her son/daughter's punctuality, personal appearance, school's official uniform wear (see annex 1) and attendance, as well as for the agenda book, and for responding to these and other demands determined by the regulations/manual. In this sense, the guardian will be responsible for understanding and showing this manual/regulation to his/her son/daughter.
6. We understand the attendance and presence of the guardian in school activities (appointments, meetings, workshops, assemblies and extra-curricular activities), as fundamental for the healthy and harmonious development of his/her son/ daughter, because they are instances to promote the building of a collaboration and alignment relation between the school and the family.
7. We understand that the guardian must monitor, supervise and know about the educative process of his/her son/daughter through several virtual means and/or requesting the necessary information.
8. We understand that the guardian assumes an active role in his/her son or daughter's integral health, protection and care.
9. The guardian must know and respect the School Coexistence Manual and the Internal Regulations on School Evaluation and Promotion, and talk about them to their sons and daughters to ensure its fulfillment.
10. Foster study habits and fulfillment of academic responsibilities in students.
11. Keep a deferential and respectful treatment with all members of the educational community.
12. Respect the School regular communication channels.
13. Facilitate the work of professionals who support the educational process of students (psychologists, guiders or special needs educators), as well as the coordination with external professionals to help their sons and daughters.
14. Respect pedagogic technical decisions relative to the selection of teachers, methods, teaching material and evaluation procedures.
15. Sign and give back circulars and notices sent home.
16. Support and comply with School commitments related to behavior, learning, emotional and/or social problems of their sons and daughter.
17. Accept and respect all norms determined by the School.

18. Assume damages caused by a student to goods and facilities of the school community.

19. Keep the School informed on:

- Change of residence address and/or phone number. Communicate this to the head teacher or secretary.
- Situations that may eventually affect the well-being or academic performance of their sons and daughters, such as, illness, demise, family crises, among others.
- Medical diagnoses and/or therapeutic treatment, as well as the type of dosage of the medicines used by their son and daughter.
- Violence, school bullying, abuse or child maltreatment situations that affect a school student, of which they take notice.

### **B.- RIGHTS**

Parents and guardians of The Southland School students have the right to:

1. Represent their sons or daughters in every necessary instance.
2. Be informed by the school on educational, formative and guiding policies.
3. Be timely informed on the Institutional Internal Regulation: Coexistence Manual, Protocols and School Evaluation, with their respective modifications.
4. Receive a gentle and respectful treatment by the rest of school educational community members.
5. Be periodically-or as requested-informed on their son or daughter's academic, disciplinary and formative situation; be received and heard by teachers, headmasters/mistress, assistant teachers and school management via the regular channels defined, always in a respectful way, and arranging an official formal interview.
6. Be timely informed on and know about disciplinary sanctions of which their son or daughter is object to.
7. Send the School their suggestions and opinions respectfully via mail, to the head teacher, academic coordination or school directorate, following standard procedures.
8. Know timely about the calendar of activities.
9. Give permission to their son or daughter for participating in educational extra-curricular activities, outings or tours.
10. Be a member of the Parents and Guardians General Committee and participate in their activities.
11. Be a member of cycle boards.
12. Respect the confidentiality of information.
13. Request your child's temporal withdrawal from the school day.

C.- From the circular No. 0027 issued by the Super-intendency of Education, dated on January 11<sup>th</sup>, 2016, that sets the meaning and scope of a father, mother and guardian's rights provisions in the educational field, The Southland School considers:

1. PREFERENTIAL RIGHT OF PARENTS TO EDUCATE

Respect fathers and mothers' duties and rights, as well as the right of a boy or girl to keep in contact directly with both parents, in the event that they are separated, adding that a mother or father is the main responsible for the education of children.

2. RIGHT OF PARENTS AND GUARDIANS TO BE INFORMED, HEARD AND TO PARTICIPATE AND ASSOCIATE

Fathers, mothers and guardians have the right to be heard and to participate in the educative process. They also have the right to associate, to information, to be heard and to participate whether they are guardians or not before the educational establishment. Thus, it will be the duty of guardians and authorities to exercise and ensure this right.

3. EXERCISE OF THE RIGHT TO BE INFORMED, HEARD AND TO PARTICIPATE AND ASSOCIATE

Fathers, mothers and guardians of students may exercise the right to be informed, requesting, through formal channels established by the educational institution, the respective marks and personality reports, or any other document related to the school situation of his/her child.

4. RESPECT TO THE RIGHTS OF FATHERS OR MOTHERS WHO DO NOT HAVE THEIR CHILDREN'S GUARDIANSHIP

The preferential right of parents to educate their sons and daughters to associate, to be informed, to be heard and to participate, helps fathers and mothers equally, without making any distinction for their marital status or factual situation.

It is not correct that an educational establishment restricts one parent the preferential right to educate his/her sons and daughters, to associate, to be informed, to be heard and to participate, just for not having the personal guardianship of his/her son/daughter, unless there is a court order.

School principals, authorities, and in general all officials of the educational establishments, in relation to a father and mother, whatever they are guardians or not, or do not have the personal guardianship of their sons and daughters, are obliged to ensure and respect:

- a. Their right to associate and participate in parents and guardians' organizations.
- b. Their right to participate in guardians' meetings.
- c. Their right to access the educational reports of a student, like fathers or mothers registered as guardians before the establishment.

d. Their right to participate in extracurricular activities, grade parties at the end of the year, outings, holy communions, fathers and/or mothers' day.

5. **MOTHERS, FATHERS AND GUARDIANS RESPONSIBILITIES:**

Duties that fathers, mothers and guardians must fulfill:

- a. Educate their sons and daughters and support their educational processes.
- b. Inform, respect and contribute to comply with the educational project, school coexistence and operation norms that they choose for their sons and daughters, which are set in the establishment's internal regulation.
- c. Fulfill commitments made with the educational establishment.
- d. Respect the establishment internal normative and give a respectful treatment to all members of the educational community.

**D. MEASURES IN CASE OF BREACH OF RESPONSIBILITIES AND COEXISTENCE INFRINGEMENTS.**

In case of breach of the above mentioned, commitments and responsibilities by parents and guardians, the managing team will analyze these situations and establish measures such as:

1. **Protocols and externalization:**

According to the present legislation, it is an obligation to intervene in those cases where abuse or negligence is evidenced in a guardian with his/her son or daughter, whatever physical, psychological or sexual, which will always be reported to the educator, the Formative Department and School Directorate to activate the corresponding protocols and externalization to the competent bodies (Rights of the Child Protection Office (OPD), Family Courts, Carabineros, etc.).

2. **Sanctions:**

It will also be considered a serious transgression to the Positive School Coexistence, the fact that any father/mother or guardian treats any student or member of the educational community with violence or aggressiveness outside or inside the educational establishment, reserving the institution all pertinent legal resources.

The institution will consider, depending on the seriousness of the situation, to apply a written recommendation that involves a change of attitude with a formative and a remedial act directed to the agent affected, to other attached written measures that seek for the healthy coexistence preservation, safety and integrity of any member of the educational community, such as:

- Restrict the access to school dependencies.
- Determine the non-participation in some school activities established by the pertinent authorities.

- Temporary change of guardian, so that school responsibilities are assumed by another adult.
- Make a denouncement in the competent external bodies (Carabineros, Investigation Police (PDI))

In case that a guardian does not attend more than two successive appointments arranged by the education agents, the information of the interview will be sent via a certified letter to take knowledge of it.

### **4.3 STUDENTS**

#### **A.- THE SOUTHLAND SCHOOL STUDENT'S PROFILE**

In conformity with principles and values of The Southland School, we define our students like: Confident in their thinking and acting; positive leaders with strong sporting spirit; honest, respectful and responsible with him/herself and the others regarding his/her actions and the incidence of these in his/her environment; supportive and ready to help those who need it most. Perseverant in the achievement of goals and challenges proposed, with the ability to recognize and overcome adversity; interested in learning, aimed at excellence, self-demanding and committed with their skills development; autonomous in his/her determinations and acting according to his/her convictions with a critical and purposeful attitude towards his/her environment; leaders in the use of technologies and handling of the English language as a tool to face the current world.

The emphasis of our Educational project on the infant cycle's boys and girls is aimed at imbuing and developing the values emanating from The Southland School student's profile. For this reason, it is relevant to potentiate in them values that are mentioned below:

Friendship, tolerance, honesty, respect, freedom, peace, solidarity, perseverance as a central point of each one of them.

## **B.- BEHAVIORS TO DEVELOP BY THE INFANT CYCLE STUDENT**

It is expected that students of The Southland School behave in a manner that is coherent with the Institution's fundamental values, and be an example both inside and outside the School to represent the Southland's seals.

- I. It is expected that the infant cycle student be HONEST when:
  - a. Telling the truth, independently of consequences.
  - b. Respecting property from the rest.
  - c. Not taking other belongings.
  
- II. It is expected that the infant cycle student be RESPECTFUL when:
  - a. Having self-respect and a healthy life.
  - b. Acting considering his/her own good and good for the rest.
  - c. Appreciating diversity without discriminating other people.
  - d. Rejecting all kind of offensive, bullying or undermining behaviors with other community members, whatever face to face or via Internet.
  - e. Trying to solve conflicts in a positive way.
  - f. Expressing thankfulness.
  - g. Complying with School norms.
  - h. Being careful with School facilities and infra-structure.
  - i. Being careful with his/her own and other's belongings.
  
- III. It is expected that the infant cycle student be RESPONSIBLE when:
  - a. Assuming consequences of his/her own actions and mistakes, finding a way to mend them.
  - b. Is committed with his/her own learning.
  
- IV. It is expected that the infant cycle student is SUPPORTIVE when:
  - a. Acting in a generous and unselfish way.
  - b. Recognizing others' needs and manifesting a collaborative attitude.
  - c. Manifesting interest in getting involved in community service activities.
  
- V. It is expected that the infant cycle student is PERSEVERANT when:
  - a. Striving continuously and permanently for achieving goals proposed, despite of problems that may arise.

- b. Being able to find solutions and overcome them, being steady in the achievement of a purpose.
- c. Being able to persevere by patience and tenacity to face daily challenges.

### **C.- RIGHTS OF THE STUDENT**

The infant cycle student is subject to the following rights, without any prejudice of those stipulated in the current legislation and in the human rights of the child's declaration.

1. Be respected as a person with a dignified and an equal treatment.
2. Have a pleasant educative environment, where mental and physical health is preserved.
3. Receive a quality education and get involved in a learning process that develops abilities and talents to ensure an integral development.
4. Have a suitable educational infra-structure and equipment for the development of teaching processes.
5. Stay informed on his/her responsibilities.
6. Receive a fair treatment that ensures the resolution of conflicts by processes stipulated in the coexistence manual.
7. Be treated without discrimination for race, gender, language, health, religion, ideologies and socio-economic level.
8. That pertinent entities pay attention to his/her personal and academic concerns and treat him/her respectfully and kindly.
9. Right to safeguard any information related to their personal and family situations.
10. Participate in all activities offered by the school, complying with all requisites and conditions established.
11. Receive first aids in case of an accident or illness, calling his/her guardian if deemed necessary.

### **D.- RESPONSIBILITIES**

Likewise, instances for developing responsibilities will be generated in infant cycle students.

1. Treat each one of the educational community members with respect.
2. Care and keep tidiness, cleanliness and environment conditions of educational spaces.
3. Show commitment and effort with school work of each subject, keeping an appropriate behavior in each class.



4. Manifest a behavior according to the profile of The Southland infant cycle student, as declared in this manual, both inside and outside the establishment.

## **5: BEHAVIORS THAT ARE UNFAVORABLE FOR THE POSITIVE COEXISTENCE.**

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Students' behaviors that do not contribute to personal formation and common good will have consequences, in which reflection and remedial actions will be promoted, as well as the application of disciplinary measures, if deemed necessary.

An inappropriate behavior must be immediately addressed by the adult who is in charge of a student, within the context of what occurred.

The application of sanctions must be always taken as an accompanying base for the student's formation process. Therefore, they must be always applied in conjunction with a Formative Measure.

It is fundamental that before applying any sanction, the educator or the educative agent establishes a dialog with the student, inviting him/her to reflect about his/her action or offense made, considering always the pertinent relation between the offense made and the school development stage that he or she is in, in order to establish formative measures and sanctions.

### **5.1 SANCTIONS CLASSIFICATION (FROM PLAYGROUP TO KINDER).**

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The initial educational groups' objective, as the first levels in the educational system, is to favor a timely, relevant, quality education that promotes important and meaningful learnings based on the children's full well-being and development as an individual. This is in close relation and complementary to the family's educational labor within a framework of values to encourage healthy coexistence.

For this reason, during this step it is declared and envisaged that School Coexistence is carried out within an environment which is: **FORMATIVE, LUDIC, WITH VALUES, AFFECTION AND RESPECT FOR EVERY INDIVIDUAL'S INTEGRITY.**

Taking into account that boys and girls, at this age are living their first school environment experience and learning social and emotional skills, which are needed in a context very different from the family one, it is fundamental that the School generates conditions to facilitate these learnings according to the students' needs. Some students may require special support to potentiate their development process, what occasionally leads to the intervention from support teams.

## 1: Teacher's Basic Principles.

Teachers at this level have, among other roles, to be an example for the students' behavior, emotional expression and everyone's treatment. The establishment of clear coexistence rules, which are suitable for their development stage is also necessary, so as to promote the understanding and acquisition of them in their social life.

An essential tool is the recognition of achievements and success of children in the school space as well as of their behavior that are favorable for coexistence. In this sense, positive social and personal strength actions are essential. In the management of these tools, the Initial Cycle adheres to the positive behavior recognition policy shown in the present document.

## 6: PROCEDURES, SANCTIONS AND MEASURES.

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### 6.1 PROCEDURE FOR OFFENSES IN THE INFANT CYCLE

Educators and teachers, making use of their criteria and experience, may put into practice the following measures, which are intended to create conditions for facilitating the students' learning, regarding the social normative that rules student-teacher relations.

Albeit these measures are arranged as generic measures, their management will depend on the situation level of complexity, on the boy or girl characteristics, on the needs that are evidenced in the analysis of his/her formative and learning process, and finally on the characteristics of boys and girls behavior, so that a gradual application of it is always ensured. Not all cases require an exhaustive management of each one of the measures established in this procedure.

### PROCEDURE FOR OFFENSES IN THE INFANT CYCLE

The following are possible actions:

1. **Guided conversation with the boy or girl.** It consists of a conversation between the boy/girl and the educator, who is in charge of the grade of the boy/ girl who made an offense to school coexistence. In this space, the teacher will try to show the boy/girl his/her behavior and consequences that his/her acts have for other people, whoever peers or teachers.
2. **Emotional containment.** It is applied when a boy or girl manifests an intense emotion that is not according to the pedagogic context of an activity and affects the educative process of his/her peers. In these cases, the educator, who is in charge of the grade (or who she determines), will pay special attention to the boy or girl, taking him/her out of the group to accompany and contain the situation. The formation department support may be requested.
3. **Mediations with boys or girls involved.** Their characteristics and scopes are widely described in the present manual: Policy on peaceful conflict resolution, page 6.
4. **Written record** of the situation will be in the record sheet or in the student's agenda book.
5. **Pedagogic measures which are favorable for the student's incorporation into the classroom context.** They consist of pedagogic actions to permit the re-integration into a school space (if possible), after an offense that implies the activation of some of the actions described in this section.

6. **Extraordinary formative activity.** It is according to the needs of a grade and to the specific situation. The grade educator may implement pedagogic activities intended to facilitate the formative process of a boy or girl, or a group of them, in function of the social and emotional learning needs that may be deduced from his/her behavior.
7. **Management of collaboration instances in the classroom.** Educators may manage classroom situations that are stimulating for boys and girls and reinforce their behavior in a positive way, as well as reinforcing suitable habits for the formative context.
8. **Interview to a guardian by the grade educator and/or the subject teacher.** It consists of a meeting, where educators manifest formally the School situation of a boy or girl to guardians and the needs for his/her formative process. In this space, teachers have the authority to coordinate and make formal requests to the family, in relation to the needs of the formative process of the boy or girl concerned.
9. **Referral to the Formative Team.** It consists of a formal support request to the Formative and/or Psychology department made by the grade educator.
10. **Monitoring a case by the Formative Team.** It refers to the periodical coordination made between the educator of a specific grade and the formative team. It is oriented to facilitate the educative process of those boys and girls who have behavioral problems, as well as problems with the school normative adjustment.
11. **Other actions.** When a boy or girl has a behavior that endangers his/her physical integrity or the physical integrity of his/her peers or of any community member, the boy or girl will be separated from his/her peers temporarily, and will be always supervised by the educator or the assistant. If the boy or girl manifestation does not show good results with the diverse strategies implemented by the educator, the guardian will be contacted to withdraw the student from the class.
12. **Adjustment of the School day.** When offenses made are reiterated, whatever these are serious or extremely serious, and risk the physical or psychological integrity of the boy or girl or other members of the educational community, a school date adjustment may be elaborated. This adjustment consists of reducing time of the school day. The purpose of this implementation is facilitating behavioral and emotional adjustment to the school context, in conjunction with the work of treating specialists and the family. This measure will be agreed and monitored by the Infant Cycle Coordinator. As the student responds behaviorally to different therapeutic supports, the school day time will be extended progressively, until having a normal school day.

### 6.3 DISCIPLINARY CONSEQUENCES

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Measures included in the present Coexistence Manual will be described below:

- When a student transgresses coexistence norms constantly or there is breach of his/her duties and responsibilities, teachers and headmasters may apply consequences that are congruent with these offenses.
- Disciplinary measures will be applied to students who transgress the norms of the School current regulation. Such measures shall be applied with the pedagogic purpose of reinforcing the students' sense of responsibility.
- In the light of these principles and taking as a reference what is expressed in the present chapter and in the previous ones, it has been established a ranking of offenses and a sequence of steps to follow, which makes the healthy school coexistence possible.
- Educators are the first managers of good discipline. Thus, they must give positive feedback to good behaviors and find appropriate strategies to achieve good school discipline.
- Hence, educators, teachers and directors will be giving verbal feedback continuously for suitable and unsuitable behaviors.
- In case of observing unsuitable behaviors in a student, they will proceed with a verbal warning, talking to him/her, so that he/she reflects on the offense incurred and get to his/her commitment.
- Depending on the offenses, these will have consequences that will consider the age context and the history of the student.

Therefore, the Infant Cycle Coexistence Manual will be applied according to the following:

#### **A.- REGISTER ON THE RECORD SHEET**

Behaviors of students will be recorded on the virtual class book, ensuring an appropriate classification of offenses.

#### **B.- FORMATIVE MEASURES**

Every serious or extremely serious offense committed by an infant cycle student will be accompanied by a remedial or formative activity defined by the Formation Department together with the teacher.

### **C.- RECOMMENDATIONS**

Recommendations are a complementary measure for offenses. It has an eminent formative nature. The educator has the authority to apply this measure, in coordination with the Coordinator of the Infant Cycle and the Formative Department.

Its elaboration implies that the educator checks annotations to be reported to the Infant Cycle Coordinator. Then, there will be a formal interview with the guardian, as required, to provide a formative measure and arrange the monitoring of the student's formative process by the school.

### **D.- WARNING**

A warning is a sanction applicable to a severe offence. Its objective is warning a male/female student to change his/her behavior. Such resolution may come from the Infant Cycle Head. The guardian will take knowledge of it in an interview together with the Nursery.

### **E.-PROBATION**

#### **1. Probation**

Probation is applied for a repeated breach of the commitments agreed. The Teachers Council will propose the School Head Master/Mistress the measure to be ratified or rejected. Parents or guardians will be called by the Head Teacher to analyze the student's situation regarding one or more offence seriousness and inform on the measure applied.

Probation may be applied during a school year only. In an exceptional way this may be kept for a second academic period.

#### **2. Extreme Probation**

Cases of serious offences may merit an extreme probation without having followed the steps stated above. In order to do so, the Teachers Council, under its nature of consulting entity, will be the one to propose the Head Master/Mistress to apply this measure in the Discipline Council.

The decision to apply this extreme Probation Sanction is a power of the Head Master/Mistress, who may be supported by consulting entities such as the Teachers Council and Coexistence Committee.

Extreme probation implies a possible Tuition NON-RENEWAL for a behavior that does not fit with values and principles from the School Educational Project.

Every probation and extreme probations will be revised by the Disciplinary Council each semester (June and October).

The extreme probation may be applied only during a school year. Exceptionally, it may be kept for a

second academic period.

### **3. Tuition's Non-Renewal**

The school may opt for a non-renewal measure of next year tuition for disciplinary reasons, extreme probation situation, student's background and/or lack of support and adherence from a family to guidelines, normative and the institutional educational project. Likewise, for an exceptional serious event.

This kind of sanctions must always be communicated in personal interviews with the affected student's guardian.

There is an expressed record that disciplinary decisions from School Directorate will be of a single instance, without a formal resource against them, without any prejudice of review requests that a student and/or guardian may make. These will be received and solved by the School Directorate and all academic instances that have participated in the process.

In case of a tuition non-renewal, the tuition value reimbursement, registration fee and incorporation fee will not be made.

In order to carry out the school tuition non-renewal, the school must follow the following steps to look out the due process:

1. The School Head Mistress will take the tuition non-renewal measure and notice parents about the sanction.
2. Once they have been noticed, parents and/or guardians will have a deadline of 15 working days to request the Head Master/Mistress to review the measure.
3. The School Head Master/Mistress must consult the Teachers' Council, which must pronounce in writing once they have reviewed all background.
4. The Head Master/Mistress solves the revision, informing parents and/or guardians on it.
5. Once the Head Master/Mistress has applied the tuition non-renewal measure, he/she shall inform this to the respective Regional-Directorate from the Superintendence of Education within a deadline of five working days, so that The Superintendence of Education revises procedure compliance contemplated in the act.

### **4. Early closing of the year:**

The school has the legal and ministerial authority to close the school year early, in case that the School Board considers a guardian's request as possible, either for medical reasons or others of extreme importance.

To arrange this measure, it is necessary to look out the following process:

1. Parents and/or guardians must submit School Academic Directorate an early year closing request. If it is for a medical situation, a medical certificate or a letter from the treating physician or professional shall be submitted.
2. The School Academic Directorate together with School Directorate shall decide whether approved or not parents and/or guardians request within a deadline not exceeding 15 days.
3. Parents and/or guardians will be reported on the resolution by the Academic Directorate.

It is important to consider that for an early year closing the student shall:

**In health cases:**

1. Submit the medical certificate given by an area specialist.
2. Have made at least one semester with a systematic attendance and participation in activities developed in that period

**In case of transference**

1. A company certificate to support the country or city transference.

None of the foregoing cases has school fee and tuition value reimbursement.

**G.- EXTREME OR UNFORESEEN SITUATIONS.**

The school directorate may suspend a student from the evaluation and monitoring program different from that of his/her grade, if his/her presence is considered as harmful for the classroom group common well-being. Such measure will be specifically taken in the following two cases:

1. When a student has a disciplinary-behavioral problem to be solved before continuing with his/her normal and accustomed coexistence with his/her class group. The time may range up to one month. This time may be renewed according to an evaluation from school, family and specialists, if there is any.
2. When a student has made a new serious or very serious offence, for a serious or more serious offence, and/or after having been under extreme probation, which leads to the school tuition suspension, he/she may end the semester with a student suspended from regular classes status.

Every unforeseen disciplinary situation in preceding regulation provisions will be solved by the School Directorate, with the advisory that the entity considers to be necessary to watch the due process.

**6.4 UNCLASSIFIED SPECIAL SITUATIONS**

In behavioral, disciplinary and/or emotional situations that are not contained in the present manual, technical support teams of our school will proceed with an exhaustive analysis, so that measures that imply the academic adjustment of the students involved are implemented. The family and School shall agree on the duration and extension of this measures.

**6.5 COMMITMENTS AND/OR AGREEMENTS**

In order to favor socio-emotional processes of our students, the Coordination and Formative Department may request support and/or other actions, such as:

- Treatment with external specialists.
- Deliver a report on progress.

- The implementation of parental support strategies.
- Other specific actions to be considered as necessary.

These commitments compliance revision will take place during the student’s monitoring interview made by the Formative Department and the Female Educator.

## **6.6 POSITIVE BEHAVIORS RECOGNITION POLICY**

Recognition of positive actions and attitudes is crucial for the formative development of students, since it gives feedback and reinforces the promotion of such behaviors, sending a clear message of what is expected from them. For this reason, every member of our educational community will be responsible for highlighting daily positive behaviors that deserve a private and/or public recognition.

There are formal and informal instances day by day, outside and inside the classroom, that must be considered for the recognition of those behaviors that reflect School values.

Within recognitions that may be granted to students are:

- Oral recognition or congratulation inside or outside the classroom.
- Written recognition or congratulation.
- Congratulation via the Agenda Book.
- Stickers, diplomas, positive reinforcement in the classroom board.

## **PART III: GENERAL NORMS ON SCHOOL’S OPERATION**

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### **1. PERSONAL APPEARANCE**

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The guardian will be the exclusive responsible for the institutional uniform. The following considerations are specified in the Official Uniform:

- The School Official Uniform from Playgroup to Kinder will be the track suit.
- Accessories like caps, anoraks and gloves shall be of navy-blue color.
- Shoes shall be sport shoes with a sober color
- Boys must not have their hair on their faces and hair length must not exceed the t-shirt neck. Hair must not be dyed.
- Girls hair must be combed with navy-blue, black or white accessories.
- Female students shall not have nails painted.
- Girls must not wear nails painted.



## **2. ATTENDANCE, PUNCTUALITY, DELAYS AND PERMISSIONS**

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Attending classes is a priority, as well as it is that students attend all school events and activities to which they are summoned.

To regulate aspects associated with the non-attendance, the School provides the following regulations:

- Classes and/or school activities non-attendance shall be justified via the agenda book or a mail sent to the educator.
- Medical certificates that justify the non-attendance of a student shall be personally delivered to the educator or the General-Inspectorate.

On the understanding that punctuality constitutes one of the basic requisites for a good class progress, the infant cycle student must get to School early, so that the class is not interrupted. The guardian will be responsible for respecting the start and finish time of a school day.

The following provisions will be established when entering the classroom later:

### **A.- For Play Group and Kinder male/female students:**

1. The entry to infant cycle will be at 8:10 a.m.
2. The door for the initial cycle (located at Monseñor Escrivá de Balaguer St.) is closed at 8:10 a.m. Boys/girls who arrive later will be taken to their classrooms by the inspector.
3. Withdrawing a student from classes must be reported via the agenda book or mail to the head teacher. The student will be withdrawn by the guardian or adult who is authorized to such effects. Otherwise, the student may not leave the school. The same procedure will be demanded to withdraw a student in exceptional cases (birthday parties, invitations, shifts, etc.).

## **PERSONAL CLEANLINESS AND HYGIENE, LOSS AND CARE OF MATERIALS**

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Keeping a tidy and clean environment makes the teaching process easier, in addition to constituting a hygiene habit that students must develop. Moreover, to avoid the loss of materials or personal belongings of infant cycle students and to protect the equipment and work material, the following provisions are established:

1. Students must keep any school area clean and tidy.
2. Students shall get to school with their uniform and materials duly marked.
3. Students are obliged to care for their personal and commonly used materials.
4. The guardian shall assume the expenses of any damaged materials for personal or common use, without being exempted from a sanction if necessary.
5. Infant cycle students are not authorized to carry cell phones or other devices during the

school day. If the guardian wants to communicate, he or she may go to the school's reception or send an email to the teachers.

6. For the Infant Cycle entrance, it is a requisite that students have an improved vesical control at the date of starting classes.
7. During toilet instances defined, students shall get cleaned by themselves, because they may not be helped by the teacher in charge.
8. If a student gets wet or dirty and needs changing his/her clothes, the following actions will be taken:
  - The guardian will be telephoned to bring clothes and make a change, so that the child may continue classes.
  - If desired, the guardian may pick up the child from school at the time when the situation occurs.
  - The guardian may assign a person with the corresponding data to make a register and allow the entrance.
  - The student shall wait for the guardian at the nursing accompanied by an adult.

**Note:** In the case of Playgroup, clothes for changing will be kept to facilitate the presence of parents, if required.

9. Students are not authorized to bring jewelry, toys, money, cell phones, watches, card decks, and any other value objects from home, because the school has material available for amusement for that effect.

## **REGULAR COMMUNICATION CHANNEL**

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In order to keep a flowing communication, which enhances an adequate educational and formative process of the infant cycle students and has the availability and competences that are proper of every school instance, the present regular communication channel is established.

This regular channel corresponds to a hierarchy of instances to solve conflicts or questions of the school life.

The school differentiates the following steps of solution:

- 1.- With the respective head teacher or subject teacher.
- 2.-With the Infant Cycle Coordinator.
- 3.- With the School Directorate.

### **Notarization**

The present Regulation has been delivered to the Provincial Education Service of Western Santiago.

**Superintendence of Education**

According to the Institutions from the Superintendence of Nursery Education, any change that is under-recorded in the present Regulation shall be officially informed on the school website.

*Attached protocols of this manual or internal regulation will be published on our school website.  
January 2020.*