

School Life Guide



I. Introduction

The objective of this School Life Guide is to serve as a guide for the whole Craighouse School community in the formation of a school culture and the promotion of a school life that contributes to a comprehensive education in terms of the values described in our school's Educational Project.

According to current legislation, “a good school life (*Convivencia Escolar*) is the balanced coexistence of the members of the educational community, which involves a positive interaction among them, and enables an appropriate fulfilment of educational objectives in an environment that favours pupils' comprehensive development”¹.

The School Life Guide is the instrument that allows us to direct and define our actions so that they are consistent with the guidelines of our Educational Project, which emphasise the formation of our pupils in terms of academic achievement and values. The values promoted by Craighouse School are respect, honesty, responsibility, effort, tolerance, loyalty, friendship, justice, and solidarity. These values constitute the beacons of school life at Craighouse School; the guiding principles that govern the relationships among pupils, teachers, parents and staff. We also aim to form pupils who are inquirers, thinkers, knowledgeable, risk-takers, communicators, principled, open-minded, caring, good friends, balanced, reflective, resilient and informed about their own well-being and that of others.

This guide has been prepared taking into special consideration the principles referred to in the Circular on Internal Regulations by the Superintendence of Education, June 2018.

II. Central premises

1. Family-oriented: we believe in the formative role of the family and its positive influence on the community and society. Helping our pupils to achieve their maximum potential is a commitment that is shared by the school and our pupils' families. We see a child's personal and educational development as a joint task, where both the family and the school work together in close coordination and in a spirit of mutual respect.
2. The family holds the greatest responsibility in the education of their children. When a family joins the Craighouse School community, they adhere to the values that the school promotes, and commit themselves to respecting them both at school and at home.

¹ [1] Article 16 of DFL 2, Ministry of Education, 2010, *Ley General de Educación*.

3. Respect for and from every member of the community is expected at all times. This includes virtual/digital environments.
4. It is the responsibility of Craighouse School staff to ensure that there is an academic and formative atmosphere of the highest level, both inside and outside the classroom. In order for learning to occur, pupils need to become autonomous and be committed to what they are learning.
5. The quality of learning, teaching and behaviour are inseparable issues, and the responsibility of all staff and pupils.
6. The curriculum - formative and academic - and its implementation are designed for all pupils to reach their full potential, meeting their different learning needs. That pupils reach their full potential is a responsibility shared between teachers and students, one that cannot be achieved without the involvement of parents and the wider school community.
7. Craighouse School is responsible for ensuring that all its staff members understand this approach to classroom management, have the skills needed to develop a positive learning environment and know what to do when this does not occur or breaks down.
8. Adults are expected to model the behaviour that they expect from pupils, and to promote a positive school environment.
9. Pupils' education in terms of ethics and values is considered a fundamental part of the educational process. Both the family and the school must contribute so that pupils take responsibility for their actions. In this context, discipline is an integral part of the Craighouse School Educational Project.

III. Craighouse School values

The values promoted by Craighouse School are respect, honesty, responsibility, effort, tolerance, loyalty, friendship, justice and solidarity. These values are grouped into personal values and social values. We have made this distinction so as to give the values meaning. Despite the fact that they all contribute to a person's development, each group contributes in a differential manner in nurturing the skills needed by pupils to become active members of a community, acting in a way that is positive, respectful and participative.

Personal values contribute to the development of pupil's full potential, achieving personal excellence. These values are respect, honesty, responsibility and effort.

Prosocial values help pupils to integrate into diverse communities and be able to provide a caring environment. These values are tolerance, loyalty, friendship, justice and solidarity.

The adoption of these nine values combined contributes to the formation of pupils within the framework of the Craighouse School pupil profile, and allows the development of a school culture of respect for our guidelines: high standards, concern for others and family involvement.

What follows is a detailed description of the nine Craighouse School values, the way to promote the development of these values, the role of each member of the community in the formation process, possible positive or negative consequences of value conducts, and follow-up procedures in our pupils' education process.

A) The nine values

Personal values

1. RESPECT

Recognising and valuing the right that every individual deserves for the fact of being a person, and recognising society and its rules.

Being respectful implies:

- Showing self-respect: Knowing and accepting oneself, making an effort to improve.
- Respecting others: Respecting all members of the community, regardless of their beliefs, ethnic background, gender, social class, job, nationality, thoughts and ideals, both in direct contact and in virtual environments.
- Respecting the educational environment: Valuing the Craighouse School community and our country, both directly and in virtual environments.
- Respecting the environment: Valuing and preserving nature as our only life source.

2. HONESTY

The congruence between a person's thoughts, words and actions, showing correctness, integrity and transparency.

Being honest implies:

- Always speaking and acting truthfully and facing the consequences.
- Respecting other people's belongings and resources.
- Explicitly acknowledging the authorship of ideas, projects, materials, etc., when they are not one's own.
- Openly sharing one's point of view with others.

3. RESPONSIBILITY

Doing one's own duties and those assigned to us, and taking full responsibility for the consequences of our actions.

Being responsible implies:

- Taking on commitments with oneself, with others, with the school, with the country and with the environment.
- Honouring commitments and keeping promises.
- In the case of pupils, taking responsibility for their learning, and in the case of teachers, empowering and facilitating this process.

4. EFFORT

The capacity to persevere in order to achieve a positive goal, strengthening one's will.

Making an effort involves:

- Making an effort to give one's best in every personal project.
- Persevering in the search for solutions to one's difficulties.
- Overcoming difficulties, being resilient, solving problems, concentrating on solutions rather than on problems. This is reflected in an attitude of constant and conscientious hard work in every aspect.

Prosocial values

5. JUSTICE

Ensuring that each person gives and receives what is their due, with equity, balance and impartiality, seeking their own wellbeing and that of others.

Being just implies:

- Honouring obligations to which one has committed.
- Being fully aware of the external factors that affect a situation and considering them when making a decision.
- Acknowledging other people's efforts, merits and achievements.

6. TOLERANCE

The consideration and acceptance of other people's ways of thinking and feeling, even if these are different from our own. It means valuing and respecting diversity in the context of respect for human dignity.

Being tolerant implies:

- Valuing other people's ways, opinions and religious and political beliefs, in the context of respect for human dignity.
- Acknowledging other people's ways of thinking as something valuable, and valuing this contribution as a form of personal growth.
- Recognising the advantages of knowing and connecting with different cultures, ethnic groups, languages, nationalities, etc.

7. SOLIDARITY

A willingness that is shown by help and support, cooperation and generosity towards others, without expecting anything in return.

Showing solidarity implies:

- Taking on responsibilities and tasks that contribute to the benefit of others, even if those duties are other people's responsibility.
- Giving support to those who need it, within a group, a class, inside and outside the Craighouse School community.
- Putting one's time, effort and sacrifice at the service of others.

8. LOYALTY

The adhesion to a set of personal principles and values that make it possible to meet the commitments one has consciously made to persons or institutions, so long as they are in accordance with one's own.

Being loyal implies:

- Being faithful to one's own principles and those of the Craighouse School community.
- Being capable of confronting and denouncing those actions that go against one's own values or those of the community, particularly those conducts that damage or endanger another person.

9. FRIENDSHIP

A feeling of affection for and affinity with another person, which results in sharing with no ulterior motive.

Being a friend implies:

- Sharing without seeking personal benefit.
- Showing concern for another person's wellbeing.
- Helping in case of need.
- Showing empathy and celebrating another person's happiness.
- Offering constructive criticism to help someone.

B) Evolutionary approach in the teaching of values

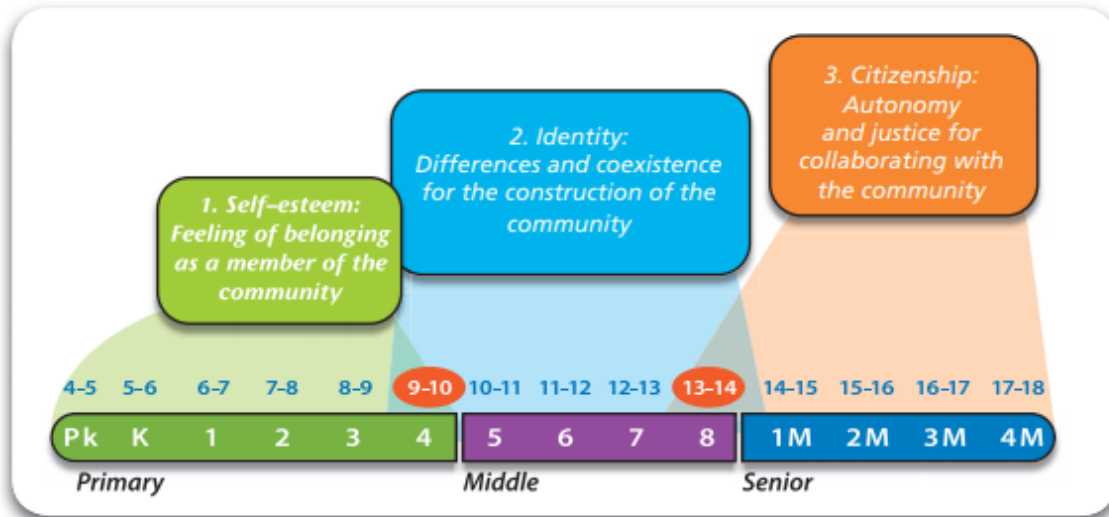
Promoting the development of a moral judgement in children which will allow them to live in harmony with their peers is of vital importance.

If our formative work aims to help pupils reach a comprehensive development, we need to follow an evolutionary approach that can coordinate their moral development with the cognitive, emotional and social changes and processes they undergo during their growth.

We have, therefore, designed an evolutionary-pedagogical chart, in order to adapt the conduct expected for each value to the pupils' evolutionary level according to specific age ranges. These ranges are briefly described in the following progression chart in the teaching of values.

Value progression chart

The progression of values has three stages and two transitions, as shown below:



1. In the first stage (approximately up to Year 4), the development of values will have to be directly related to pupils' self-esteem and their ability to feel part of their community. For children in this age group, the community will initially be made up of their families, then their classmates and teachers and finally their school, to which they will feel a sense of belonging. In this stage, knowing and accepting each other is a basic task that will set the foundations for the following stages.
2. The second stage includes pupils from Years 5 to 8. Here, the self-esteem and self-concept achieved in the Primary Section will have to be consolidated in the search for a personal identity. Moral development will be linked to the challenges of living in a community that will gradually change from being homogeneous to heterogeneous.
3. The third stage is implemented in the Senior Section and the focus of moral development is placed on the integration of this new-found identity into a wider community: society. Therefore, the emphasis will be on the formation of values for the construction of citizenship, in order to contribute to and build a more just society.

Although each stage corresponds to a particular age group, pupils will sometimes fluctuate between their stages and regress to previous ones. In those cases it will be necessary to re-focus of the teaching of values to earlier stages.

Finally, teachers must pay attention to transitional periods (i.e. from Primary to Middle and from Middle to Senior), slowly toning down changes of emphasis in the formative level.

C) Role of each member of the Craighouse School community in the teaching of values

The main focus for the teaching of values in the Craighouse School community is the daily, positive experience of these values, with a teaching approach based on the continuous promotion and reinforcement of morally positive conduct.

The ability to reflect is considered a central element for the teaching of values; therefore, reflection must be present in the promotion, correction and sanctioning of values.

Promotion is the action of driving a process, aiming for its achievement. The promotion of values involves making them known and modelling them until they become part of the everyday experience of the Craighouse School community.

The role of each and every member of the Craighouse School community is to promote a school life based on our values. All areas of the school contribute to the education of our pupils, in a purposeful manner, through their specific roles. However, it is the duty of the adults in particular to serve as ethical models, showing a high level of respect and responsibility toward pupils, the school and the community.

In the education process, pupils may not always show a positive conduct in terms of values. Conducts, attitudes or situations that transgress a value will also occur, and they are particularly useful for moral education. These situations play a fundamental role in the development of values, since they become learning opportunities and moments which are ideal for the promotion of a deep moral reflection on the behaviour of each one.

Therefore, for a morally positive development of values in our pupils we must resort to deep thinking and to the active and daily promotion of values. However, repairing and sanctioning will also be relevant for this process.

Repairing is the action of correcting one's mistakes. In the case of a conduct that challenges some of the promoted values, the correction and reparation of the damage will always be the first consequence. Remedial actions will go hand in hand with reflection; this will allow us to transform the situation into a learning opportunity.

Nevertheless, despite the actions that aim to repair damage, challenging a value will sometimes result in a sanction. The application of sanctions will always be aligned with this School Life Guide, considering the age of the child and the seriousness of the

misconduct, as per Section D: “Teaching of values: Procedure and consequences of pupils’ positive and negative conduct.”

1) Role of TEACHERS in the teaching of values

Teachers are the main guides of educational processes, and fundamental promoters of an environment appropriate for education. Teachers are the authorities who must implement the Educational Project and strive for the development of the pupil profile and students’ comprehensive education. A comprehensive education and an education based on values are achieved by valuing each person and their uniqueness, taking care of weaknesses, trusting and supporting each person’s strengths.

However, the role of tutors is different from that of subject teachers in the development of values. Their separate roles are detailed below.

1.1) The role of TUTORS

In the promotion of values

- To raise awareness in pupils about values, in order to make them significant.
- To apply personal values to academic learning and the day-to-day interaction of each class, constantly making them explicit.
- To create moments and spaces for talking about and working with values (mentioning when a value is and is not present, modelling values and applying rules based on values).
- To work together with subject teachers in the promotion of certain values.
- To work purposefully on the Formative Curriculum, using it as a key tool for our pupils’ comprehensive education.
- To raise awareness among families about the school’s approach to school life and the values promoted by Craighouse School.
- To register the academic-formative report and information concerning pupils’ positive attitudes in a school administration system (such as Alexia).

In the reparation process, when a particular value is transgressed

- To help the pupil to reflect ethically on what has happened and on the importance of repairing the damage.
- To ensure that the reparation does happen and that the pupil understands the value.
- To inform other teachers, when appropriate.
- To inform the pupil’s family so that they become involved in the reflection and promotion processes and in the corrective actions.
- To record the information in a school administration system (such as Alexia).

In case of a disciplinary measure

- To be informed about any measure applied to a pupil in their class, taking part in the strategy and/or ensuring that the measure is applied.

- To inform the pupil's family about the applied measure.
- To inform other teachers.
- To record the information in a school administration system (such as Alexia).

1.2) The role of SUBJECT TEACHERS

In the promotion of values

- To apply personal values to academic learning and the day-to-day interaction of each class, constantly making them explicit.
- To apply prosocial values to academic learning when relevant to their subjects.
- To model values and draw attention to them as part of their subjects.
- To explain when a value is and is not present.
- To record the information in a school administration system (such as Alexia).

In the reparation process, when a particular value is transgressed

- To help the pupil to reflect morally on what has happened and on the importance of repairing the damage.
- To create an opportunity for reparation, together with the pupil.
- To inform the tutor when the situation is repeated.
- To record the information in a school administration system (such as Alexia), when appropriate.

In case of a disciplinary measure

- To decide on a measure when a pupil disregards values during class hours.
- To inform the tutor and decide together who will call the parents.
- To determine the application of a disciplinary measure in accordance with the relevant protocols.
- To record the information in a school administration system (such as Alexia).

2) The role of INSPECTORS

In the promotion of values

- To accompany pupils in different environments, providing guidelines and modelling values outside the classroom.
- To communicate and share with teachers of the section and heads of section, if appropriate, what inspectors have observed in the playground.
- To work in coordination with deputy heads of section, Formative Area, and teachers, to develop strategies in order to promote values.
- To support the section in the promotion of values, to support preventive and corrective measures, and to contribute with a different view.

In the reparation process, when a particular value is transgressed

- To talk and reflect with the pupil in the moment when a value is disregarded, wherever it happens.
- To propose a remedial action.

- To inform the tutor.
- To record the information in a school administration system (such as Alexia).

In case of a disciplinary measure

- To serve the role of authority outside the classroom, thus being able to apply a sanction.
- To inform the tutor of any transgression.

3) The role of SENIOR MANAGEMENT

Professionals with a management role in the school contribute to the teaching of values just as teachers do. They are ethical mentors, since they offer pupils moral instruction and guidance in the form of explanations and corrective feedback when pupils offend others or themselves.

3.1) The role of the HEAD OF SCHOOL

In the promotion of values

- To embody and transmit the spirit of Craighouse School values inside and outside the school community.

In the reparation process, when a particular value is transgressed

- To act as a final arbiter in case of an appeal against a decision in accordance with the procedure.

In case of a disciplinary measure

- To act as a final arbiter in case of an appeal against a decision in accordance with the procedure.
- To support teachers and heads of section in the application of the disciplinary measure.

3.2) The role of HEADS OF SECTION

In the promotion of values

- To embody and transmit the spirit of Craighouse School values inside and outside the school community.
- To guide teachers, tutors, pupils, families and inspectors - i.e. all members of their section - providing guidelines and modelling ways of promoting a positive school life and the fostering of values.
- To create a good learning environment in their section and to ensure that values are known and understood.
- To work in coordination with other sections for developing strategies to promote values.
- To facilitate the development of activities aiming to promote values. "To make things happen".

In the reparation process, when a particular value is transgressed

- In more serious cases, to lead discussions between pupils, families and teachers.
- To promote reflection and the creation of remedial actions.

In case of a disciplinary measure

- To accompany, assess and support teachers in the decision-making process and the setting of more severe measures.
- To support teachers in their relationship with parents.

4) The role of PUPILS

Craighouse School pupils have a very important role in their learning process, and their responsibility increases as they reach higher levels of independence and autonomy.

In the promotion of values

- To internalise the school values, and to regulate their conduct accordingly.
- To actively contribute to a positive environment in the school community, promoting a positive school life.
- To lead the promotion of values within the community.
- To represent Craighouse School values in and outside the school.
- Prefects are recognised as pupils who embody important human characteristics, show them throughout their school life, and are worthy of the respect and trust of their classmates, teachers and authorities. They are members of the Craighouse School community who stand out for their excellence, values and leadership, and they are appointed to maintain the school's reputation and contribute to its wellbeing. They are to be role models for other pupils regarding values.
- For the Student Council and class representatives, to propose different activities for the promotion of values, and to act accordingly in all situations.

In the reparation process, when a particular value is transgressed

- To understand and repair the transgression of a value.
- To propose and agree upon reparation procedures that are proportional to the transgression of the value.

In case of a disciplinary measure

- To comply with the disciplinary measure, in accordance with the procedure.

5) The role of FAMILIES

Families hold the greatest responsibility in the education of their children. When a family joins the Craighouse School community, they adhere to the set of values promoted by the school and commit themselves to strengthen those values, both at school and at home. They also commit themselves to comply with and ensure compliance with those policies and norms established by Craighouse School.

In the promotion of values

- To support their children in the process of development and teaching of values.
- To talk with their children about everyday life situations where there are options in terms of values.
- Together with the school and the class, to encourage pupils and families to live collaboratively and in harmony.
- To be fully aware of and adhere to the school's policies and values.

In the reparation process, when a particular value is transgressed

- To talk with their children and support the school in the understanding and value of the reparation procedure, and to clarify any doubts at school.
- If necessary, to participate in the reflection and reparation procedure assigned to their children.

In case of a disciplinary measure

- To support the measure, taken in accordance with the procedure, and to ensure that it is complied with.

6) The role of ADMINISTRATIVE AND ANCILLARY STAFF

In the promotion of values

- To embody and transmit the spirit of Craighouse School values in their daily school activities, with their co-workers and particularly in their relationship with pupils and their families.

In the reparation process, when a particular value is transgressed

- To talk and reflect about the transgression, together with the pupil, wherever it occurs.
- To propose a reparation procedure.
- To inform the head of section or tutor.

In case of a misconduct

- To inform the head of section or tutor.

7) The role of the FORMATIVE COUNCIL

In the promotion of values

- To provide coherence and continuity among sections, regarding actions that are implemented to promote values.
- To ensure that Craighouse School documents are updated, so that they are coherent with the promotion of values.
- To be a thinktank for the promotion of values.
- To create guidelines for pupils' all-round education.

8) The role of the EDUCATIONAL COUNCIL

In the promotion of values

- To support teachers and tutors of the section in the promotion of values, suggesting general guidelines.
- To support teachers and tutors in situations of learning, socio-emotional and behaviour difficulties among pupils.
- To promote strategies to acknowledge pupils, groups of pupils or classes that show a high level of understanding of and commitment to values.

In the reparation process, when a particular value is transgressed

- To create strategies for correcting conducts, which result in a significant learning of the value by the pupil and/or class, level, group, etc.
- To support the head and deputy head of section in the decision-making process and the establishment of sanctions and corrections for more serious cases.

In case of a disciplinary measure

- To advise the head of section regarding the chosen sanction, in accordance with regulations.

9) The role of the TEACHERS' COUNCIL

In the promotion of values

- To provide an overview in the process of value formation.
- To share experiences which have fostered good relationships.
- To share strategies for the promotion of personal and prosocial values.
- To assess progress and identify ways of improving.
- To identify pupils and/or groups who embody values, in order to make this known to the Craighouse School community (with awards, recognitions, etc.).
- To align criteria regarding what is to be expected or accepted from our pupils in terms of values.

In the reparation process, when a particular value is transgressed

- To share experiences of reparation for similar cases.
- To evaluate the effect of reparation procedures and search for strategies to improve them.
- To identify pupils and/or groups that require further guidance regarding values in order to develop a positive environment.

In case of a disciplinary measure

- To be available for consultation by the head of section regarding a measure that is being considered.

D) Teaching of values: Procedure and consequences of pupils' positive and negative conduct

1) Procedure and positive consequences of the achievement of expected conducts in the teaching of values

This type of acknowledgement contributes to the development of pupils' self-esteem, the embodiment of a positive moral fibre and the development of a habit of healthy coexistence.

The following forms of acknowledgement are not exclusive:

1. Verbal acknowledgement to a pupil for his/her effort or achievement.
2. Recognition of a pupil in front of the class.
3. Acknowledgement during assemblies.
4. Positive annotation in a school administration system (such as Alexia).
5. Letter of congratulation to parents and pupils.
6. Interview with parents to inform them about good behaviour.
7. Recognition for an outstanding participation in any activity in or outside the school.
8. Being chosen to represent the school in different events as a way of acknowledging a pupil's behaviour.
9. Being chosen best classmate by his/her peers.
10. Award for values, chosen by his/her classmates.
11. Award for looking after the environment.
12. "School Spirit" end-of-year award.
13. Nomination for Prefect in Year 12.

2) Procedure for conducts that show transgression of values

Any situation that may constitute the infringement of a value will be studied carefully considering its particular characteristics, including, among others, a pupil's stage of development and her/his past behaviour, and will result in the application of measures (pedagogical, accompanying, reparatory and/or disciplinary), as appropriate for each case and in proportionate to transgression.

If the events constitute a conflict, the people involved will be offered the opportunity to take part in a mediation process. If, on the other hand, the events constitute a transgression of values, the parents will be informed that an internal investigation process will begin, depending on the accusation.

Transgressions of school values are divided into three categories, from less serious to more serious: i) minor misconduct, ii) serious misconduct and iii) very serious misconduct, each of which will be described below. Concomitantly, the measures that can be applied in each case.

To determine the specific measure to be adopted in each case, the school will consider the event that constitutes the value transgression; the age, stage of development, maturity and other characteristics of the pupil responsible and of the affected pupil; the nature and extent of the damage and other relevant circumstances.

Notwithstanding the above, in the case of preschool pupils, only formative measures will be adopted. If a preschool child shows a disruptive and/or aggressive behaviour that puts his/her safety and that of his/her classmates at risk, the school and the child's parents will agree on an assessment and/or treatment with a specialist. Additionally, the school may define a reduced schedule for a specific period in order to achieve continual progress in the regulation of her/his conduct.

2.1) Minor misconduct

It is any attitude or behaviour that alters or tends to alter the school environment, without involving physical or psychological damage to other members of the community, or that represents failure to comply with the norms of the community.

The following are minor misconducts:

- a) Arriving late to class or leaving the class without authorisation.
- b) Personal appearance and uniform that does not comply with the School Uniform and Personal Appearance Policy.
- c) Lack of personal hygiene. All pupils must be clean, neatly dressed and have their hair combed (boys must be shaved). The uniform must be clean and neat.
- d) Not working in class and/or interfering with the teacher's or classmates' work during class.
- e) Not complying, either in time or to the required standard, with academic responsibilities (homework, projects, interviews with teachers and tutors, etc.).
- f) Not bringing, in time and form, the necessary materials, supplies or sports equipment.
- g) Not bringing a formal excuse after being absent.
- h) Eating or drinking in class without authorisation.
- i) Using bad and vulgar language.
- j) Not complying with library or inquiry centre deadlines.
- k) Using electronic devices of any kind in class without authorisation from the teacher.
- l) Failing to comply with a sanction that has been imposed for a minor misconduct, or with the commitment of future good conduct agreed upon due to such misconduct.

Minor misconducts will be recorded in a school administration system (such as Alexia), and will be sanctioned with one or more of the pedagogical or accompanying measures, and with one of the disciplinary measures described below:

i. Pedagogical or accompanying measures and reparatory measures:

- Formal warning from the teacher at a meeting with the pupil, agreeing on a commitment to change, which will be recorded in the school academic system (such as Alexia).

- Written reflection by the pupil.
- Presentation on a topic, focusing on the promotion of values.
- Obligation to repair the damage caused by the misconduct.
- Formal apologies to whoever was affected by the misconduct.
- Interview with the tutor, which the pupil should attend together with his/her parents.

ii. Disciplinary measures:

- Taking on a future conduct commitment by the pupil and his/her parents, defined by the school.
- Recovery of lost time, outside school hours.
- Completion of additional tasks.
- Reparation activities for the benefit of the school or the community.

Measures for minor misconducts will be determined by the teacher who witnessed the misconduct, after listening to the pupil and in accordance with the relevant procedure.

If the same minor misconduct is repeated more than three times within a period of four school weeks, it may be considered a serious misconduct.

2.2) Serious misconduct

It is any attitude or behaviour that threatens or tends to threaten the physical or psychological integrity of one or more members of the community or the common well-being of the members of the community, as well as any dishonest action that harms or tends to harm the school environment, and any conduct or behaviour that represents a serious infringement of the norms of the community and/or negatively affects the school's public image. Additionally, this category includes any conduct or behaviour that seriously infringes the rules that govern community life and/or negatively affect the school's public image and its values.

The following are serious misconducts:

- a) Failing to comply with the sanction imposed for a serious misconduct, or with the future behaviour commitment agreed upon after such misconduct.
- b) Leaving the school without permission to do so.
- c) Truanting from a class while in the school.
- d) Mishandling other people's belongings and damaging the school's infrastructure and services.
- e) Not respecting instructions given by the teacher or any staff member in terms of proper conduct and the rules of the classroom and school.
- f) Taking other people's belongings.
- g) Any physical or psychological aggression towards a pupil and/or another member of the community, as determined below.
 - g) 1. Offending, threatening, intimidating or harassing a pupil or other members of the Craighouse School community, or any bullying behaviour.

- g) 2. Offending, threatening, assaulting, intimidating or harassing others through social media using artificial intelligence or any other digital technologies or presenting any conduct of cyberbullying.
- g) 3. Exhibit or disseminate through any media, images or content of sexual connotation involving a pupil or member of the community that violate their privacy, integrity or dignity.
- h) Displaying or spreading through any means pornographic material, content of a sexual nature or explicit violence.
- i) Forging or falsifying grades.
- j) Forging signatures and/or parent authorisations.
- k) Forging or falsifying someone else's identity on emails or social media.
- l) Not complying with the rules established in the Academic Honesty Policy and its protocols, such as forging, copying, plagiarising or falsifying written projects or homework, or contributing to such an act.
- m) Drinking alcohol, smoking cigarettes or electronic cigarettes, or using illegal drugs of any kind on the school premises or during school-related activities outside the school.
- n) Using cannabis or any other illegal drug on the school premises or during school activities.
- o) Coming to school under the influence of alcohol or under the effect of illicit drugs.
- p) Being in possession of, distributing and/or selling alcohol, cigarettes or electronic cigarettes of any kind.
- q) Being in possession of illegal drugs.
- r) Buying or receiving in any capacity cannabis or other illegal drugs.
- s) Taking part in acts or behaviours of a sexual connotation.
- t) Being in possession of knives on the school premises or during activities organised by the school.
- u) Failing to comply with regulations described in the Travel Policy and the Protocol for Educational Outings during trips, sports tours, conferences, or social projects that take place outside the school.
- v) Failing to comply with regulations and protocols specific to the pandemic.

The parents of the pupil who has committed a serious misconduct will be informed in writing by the head of section or his replacement. The pupils will also be informed of the sanction applied.

Serious misconducts will be recorded in a school administration system (such as Alexia), and will be sanctioned with one or more of the pedagogical or accompanying and reparatory measures, and with one of the disciplinary measures described below:

i. Pedagogical or accompanying measures and reparatory measures:

- Written reflection by the pupil.
- Presentation on a topic, focusing on the promotion of values.
- Reparation of the damage caused by the misconduct.
- Formal apologies to whoever was affected by the misconduct.

- Interview with the tutor, which the pupil should attend together with his/her parents.
- Signing of agreements with the pupil's parents to support him/her.
- Participation of pupils involved in a conflict, in a mediation process led by a psychologist from the Formative Area and a member of staff of the relevant section.
- Accompaniment of the pupil by the relevant tutor, the head of the relevant section and the Formative Area psychologist.
- Advice from the section psychologist for the pupil's parents to visit an external professional or team of professionals, if the school deems it necessary.

ii. Disciplinary measures:

Any of the following disciplinary measures may be applied, depending on the circumstance.

- Recovery of lost time, outside school hours.
- Reparation activities for the benefit of the school or the community.
- Internal suspension: suspension from one or more lessons or inability to remain in the lesson in which the misconduct occurred. During the time when a pupil is suspended from a class, the pupil must remain at the inspectors' office or the head of section's office.
- Suspension from school for a period no longer than five days.
- Conditional registration, which will be reviewed at the end of each semester,
- Non-participation in the UK Study Trip or any other trip in which the whole generation may participate.
- In the case of a pupil from Year 12, she/he will not be authorised to attend the graduation ceremony and/or end-of-year ceremonies and activities.

If a serious misconduct constitutes an infringement of academic integrity, one of the following measures will be applied:

- Considering the type of infringement, described in the Academic Integrity Policy and Appendix 2 of the Middle and Senior protocols, the pedagogical, formative and disciplinary measures will be determined, as appropriate.
- The signing, on the part of the pupil who has committed the misconduct, of a formal academic integrity commitment (appendix 3, Academic Integrity Policy, Middle & Senior Sections).
- If a misconduct occurs during an official, final IB assessment session, the work will not be sent to the IB and therefore it will be graded "F" (work that has not been presented or does not meet the requirements). This means that the pupil will not have an IB grade in that subject (which corresponds to an "N" grade) and will therefore not be able to fully pass the IB Diploma during the session for which the school has signed her/him up.
- Conditional registration.

Sanctions for serious misconducts will be determined by the relevant head of section (or deputy head of section, when applicable), after consulting with the Educational Council

of the section who must have previously listened to the pupil who has committed the serious misconduct, in accordance with the corresponding procedure. If the serious misconduct is an aggression, the Protocol for cases of accusations of aggression and/or violation of pupils' rights will also be applied.

The disciplinary measures of conditional registration will be communicated to the Teachers Council and the Head of School or his or her replacement. Their continuity will be revised by the relevant Head of Section, after consulting with the Educational Council and the Teachers Council, after the end of the semester in which it has been applied.

The disciplinary measures and prohibition to attend the graduation ceremony will be applied by the Head of School or his or her replacement, after having heard the pupil who has committed the misconduct and consulted the relevant head of section, the Educational Council of the relevant section, the Teachers Council and the Formative Council, always in accordance with the relevant procedure.

2.3) Very serious misconduct

It is any attitude or misconduct that seriously threatens or tends to threaten the physical or psychological integrity of one or more members of the community, as well as any action or misconduct that represents a very serious or repeated infringement of the norms that govern relationships in the community.

The following are very serious misconducts:

- a) Seriously damaging the school's infrastructure and services, limiting the school's ability to function.
- b) Being in possession of firearms on the school premises or during activities organised by the school.
- c) Sexual abuse.
- d) Distributing and/or selling any type of illegal drug.
- e) Physical aggression resulting in serious **or** very serious injuries to other members of the community.
- f) Any type of psychological violence that could cause serious damage to the psychological integrity of a pupil or any other member of the community, either in person and directly, or using any means of digital technology.
- g) The pupil who, being on conditional registration as a disciplinary measure for aggression, incurs again in a serious misconduct of this nature, putting seriously in risk the school life.

The parents of the pupil and the student who has committed a very serious misconduct will be informed of the situation by the Head of School or his or her replacement.

Very serious misconducts will be recorded in a school administration system (such as Alexia), and will be sanctioned with one or more of the pedagogical or accompanying and reparatory measures, and with one of the disciplinary measures described below:

i. Pedagogical or accompanying measures and reparatory measures:

- Obligation to repair the damage caused by the misconduct.
- Formal apologies to whoever was affected by the misconduct.
- Interview with the head of section, which the pupil should attend together with her/his parents.
- Signing of agreements with the pupil's parents to support her/him.
- Accompaniment of the pupil by the relevant tutor, the head of the relevant section and the Formative Area psychologist.
- Advice from the section psychologist for the pupil's parents to visit an external professional or team of professionals.

ii. Disciplinary measures:

- Cancellation of registration.
- Immediate expulsion from the school.
- In the case of a pupil from Year 12, she/he will be expelled immediately and will not be authorised to attend the graduation ceremony and/or end-of-year ceremonies and activities.

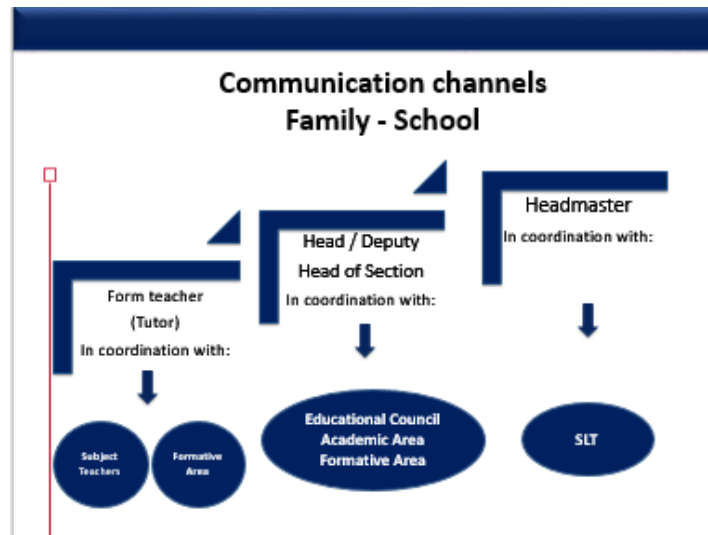
The disciplinary measures for very serious misconducts will be applied by the Head of School or his or her replacement, after having heard the pupil who has incurred in the misconduct, and consulted the relevant head of section, to the Educational Council of the relevant section, to the Teachers Council and to the Formative Council, always in accordance with the relevant procedure. If the very serious misconduct is an aggression, the Protocol for cases of accusations of aggression and/or violation of pupils' rights will also be applied.

3) Request to reconsider

A request to reconsider disciplinary measures may be submitted for measures applied for serious and very serious misconducts. Such a request will have to be addressed to the Head of School or his or her replacement by the pupil or his/her parents (only one request may be submitted for each affected pupil), within five school days from the date of the notification of the measure. The request will be resolved by the Head of School or his or her replacement within ten school days.

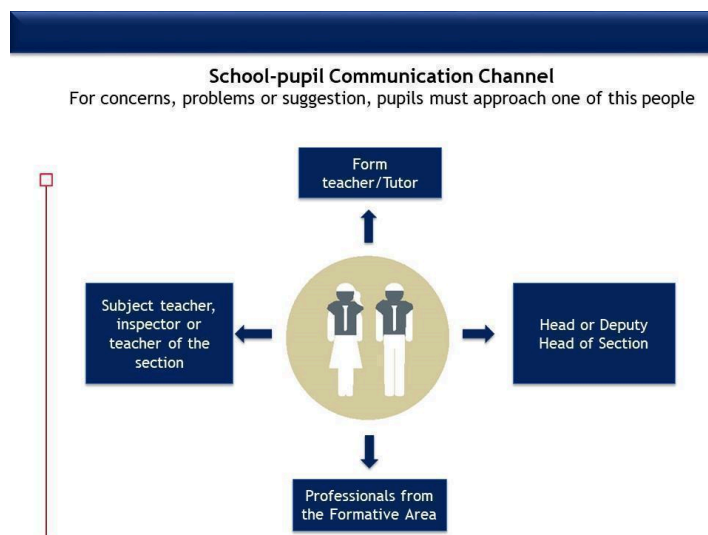
IV. Family-school communication channel

What follows is a diagram showing the communication channel between families and the school:



1. Parents will first have to visit the tutor.
2. The next step, if the situation, problem or concern persists, is to approach the head or deputy head of section.
3. Finally, they should visit the Head of School or his or her replacement.

V. School-pupil communication channel



If a pupil wishes to communicate a concern, problem or suggestion, she/he should visit one of these people:

- Tutor.
- Subject teacher, inspector or teacher of the section.
- Head or deputy head of section.
- Professionals from the Formative Area.

VI. Procedure for updating, approval and dissemination

- This document is updated once a year, in accordance with current regulations.
- It is given to parents at the time of enrollment with the signing of the Contract for the Provision of Educational Services.
- All the documents that make up this School Life Guide are published on the school's website.
- Any updates are sent by email to the community.
- The Formative Area conducts workshops for parents and staff once a year.
- Those responsible for this document are the members of the Senior Leadership Team (SLT): the Head of School, the Director of the Formative Area Director, the Academic Heads of Section and the Compliance Director.

VII. Documents that make up the School Life Guide

The following documents constitute, for all intents and purposes, this School Life Guide.

- a) Protocol for cases of accusations of aggression and/or violation of pupils' rights
- b) Protocol of action in case of accusation of sexual assault and other sexual offences toward a pupil
- c) Protocol for the retention and support of pregnant pupils and pupils who are parents
- d) Emotional Development and Sexuality Policy
- e) Prevention of Drug Use and Alcohol Abuse
- f) Protocol for situations related to alcohol and drugs
- g) Inclusion Policy
- h) Assessment Policy and addendum adjusted to the pandemic and post-pandemic prioritised curriculum period
- i) Academic Integrity Policy
- j) Academic Integrity Policy - Primary Section
- k) Academic Integrity Policy - Middle Section
- l) Academic Integrity Policy - Senior Section
- m) Policy for the use of digital technologies for pupils
- n) Travel Policy
- o) Protocol for Educational Outings (Academic and Formative)
- p) School Uniform and Personal Appearance Policy
- q) Entrance and Exit Protocol

- r) Infirmary Regulations - Sports fields
- s) Infirmary Protocol and addendum of Health and Hygiene
- t) Prekinder Admissions Process
- u) Kinder to Year 10 Admission Process
- v) Evacuation, Emergency and Rescue Plan
- w) On-campus classes Protocol
- x) Procedure for Application of Disciplinary Measures
- y) Protocol of action in case of suicidal behaviour

VIII. Modifications, publication and validity

This School Life Guide will be reviewed at least once a year, in accordance with current regulations.

All modifications will be included in the text published on www.craighouse.cl. Parents will be informed of this website publication via email, and the modifications will be in force as from the date when the email is sent.

References

- https://www.supereduc.cl/wp-content/uploads/2018/07/REX-N%C2%BA-0482-APRUEBA-CIRCULAR-QUE-IMPORTE-INSTRUCCIONES-SOBRE-REGLAMENTOS-INTERNOS-ESTABLECIMIENTOS-EDUCACIONALES..._opt.pdf
- https://www.supereduc.cl/wp-content/uploads/2018/06/CIRCULAR-QUE-IMPORTE-INSTRUCCIONES-SOBRE-REGLAMENTOS-INTERNOS-ESTABLECIMIENTOS-EDUCACIONALES-ENSE%C3%91ANZA-B%C3%81SICA-Y-MEDIA..._opt.pdf
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Revision November 2021, November 2022, April 2023, julio 2023
Updated October 2024

Note:

This is only a referential document and the valid, official, and legal version in the country is the one written in Spanish.