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Colegio Hispano Británico

Líder mundial en enseñanzas británicas

Behaviour Policy

Policy Creation and Review	
Author(s)	Djek Deign
Last Review Date	October 23
Next Review Date	August 24

BEHAVIOUR POLICY

Ensuring good behaviour is central to providing a safe and conducive learning environment in our school. This policy outlines the importance of managing behaviour effectively and teaching students' appropriate conduct. We aim to create a culture where both students and staff thrive, emphasizing leadership, proactive support, and consistent responses to maintain a safe and calm atmosphere.

The Colegio Hispano Británico's behaviour policy is an overarching policy document which attempts to bring together a variety of existing policy documents that deal with, or directly impact behaviour. These include the school rules, classroom management and the disciplinary policies there in, pastoral care, anti-bullying police and protocols as well as online safety.

The integration of these different policies seeks to ensure that the Colegio Hispano Británico foster a whole school approach to fostering positive conduct. This policy encompasses the following key principles:

1. **High Standards and Expectations**: We foment a culture of high standards where good behaviour permeates all facets of school life, including our values, teaching methods, responses to misbehaviour, and relationships between staff, students, and parents. We prioritize treating everyone with dignity, kindness, and respect.
2. **Consistent Implementation**: We try to ensure that there is a consistent and fair application of our behaviour measures whilst recognising that some students may require additional support, which we commit to providing consistently and fairly.
3. **Behaviour Curriculum**: The Colegio Hispano Británico's rules and policies integrated within our behaviour policy defines expected behaviours, focusing on positive conduct, providing clear guidelines for both rewarding students for meeting expectations and applying sanctions for rule violations. We acknowledge the importance of employing both positive reinforcement and sanctions to support our whole-school culture.
4. **Defining Expected Behaviours**: We ensure that our behaviour polices defines the expected behaviours within our school, highlighting the importance of positive conduct and establishing commonly understood routines for all students.
5. **Routine Reinforcement**: Routines are integral to teaching and reinforcing expected behaviours, promoting positive behavioural norms, and ensuring certainty regarding the consequences of unacceptable conduct. We make these routines simple and universally understood.
6. **Support for Diverse Needs**: We recognise the diverse needs of our students', we make adjustments to routines when appropriate and reasonable. This proactive approach ensures that all students can meet our behavioural expectations, even those with additional needs.

7. ****Clear Language and Consistency****: We use consistent and clear language to acknowledge positive behaviour and address misbehaviour throughout our school.

Our policy is designed to create a positive, respectful, and predictable environment in which both students and staff can flourish.

The already existing policies that form this behaviour policy are set out bellow.

Classroom Management Policy

School Rules Policy

Pastoral Care Policy

Anti-bullying Policy

Online Safety Policy

Canarian Government's Anti-Bullying Protocol.



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Classroom Management Policy

Policy Creation and Review	
Author(s)	Angela Nudds
Last Review Date	August 2023 Angela Nudds
Next Review Date	August 2024

Teachers go through an 'establishment' phase with their new class or classes at the beginning of the year. During this establishment phase, pupils will 'mess around', try out a whole range of responses and test the boundaries.

Teachers will lay down what is acceptable/unacceptable behaviour, set the boundaries and demonstrate that they are in control. At the end of the 'establishment' phase, which can take days or even weeks, pupils and teachers have 'set the scene' for the rest of the year.

Pupils who disrupt lessons may demonstrate a range of characteristics:

- have difficulty working in pairs or groups because they have relationship problems.
- give up easily because tolerance levels are low.
- are unable to remain on task because of poor concentration spans.
- have never learned 'good' working habits.
- their education lacks continuity because of absence.
- lack personal organisation so often poor at timekeeping.
- 'mutter' and 'chatter' to others
- have a limited grasp of basic skills.
- are under functioning, for example gifted or exceptionally able who are bored because they are not being challenged.
- answer back if they have an audience.
- present their work poorly.
- are defensive and insecure.
- can be aggressive, verbally and physically.

It is important to realise that some disruption in the classroom is part of normal school life. Remember, most pupils want to learn and, given a positive learning environment, they will be motivated to do so.

Pupils want to learn when:	Danger signs and times
They see the point of what they are learning	Pupils don't understand what they are doing or why
They feel secure, stimulated and challenged	Tasks are too hard, too easy or lack challenge
They are engaged in activities that develop their knowledge, understanding and skills.	When pupils are not engaged in the lesson.
They are learning in their preferred learning styles.	Activities last too long; pupils work continuously outside their preferred learning styles.
Their interest is captured by using a range of stimuli.	Lessons are too predictable and humdrum.
They are given the opportunity to demonstrate what they know, understand and can do through reviews and summaries as the lesson progresses.	Lessons lack variety of tasks; pupils' progress through the lesson is not monitored.
The learning environment is well managed by the teacher.	The structure of the lesson is not planned; transitions are not timed and therefore not well managed.
The teacher has high expectations and pupils try to meet them.	Pupils are not aware of what is expected of them; there is not individual support

Everyday approaches to behaviour management.

Allow pupils some control	In this way, pupils will take responsibility for their own learning. Try giving them choices – for example, the order in which work is tackled, who they work with or the resources they might use.
Allow pupils to make mistakes	Pupils do not make mistakes to annoy you. If they don't complete the task correctly, it may be your explanation that was unclear. If pupils are in a secure learning environment, they won't be worried about making mistakes.
Don't over-react	Try not to respond to minor issues – for example, a pupil who is talking to the person behind them might say when challenged, ' <i>I was just borrowing a rubber</i> '. Rather than embarking on a dispute about whether this is true or not, it is better to respond in a low-key manner – for example, ' <i>You may have been borrowing a rubber but now I would like you to get on with your work</i> '.
Show pupils respect and you are more likely to receive it	Model the behaviour you expect of the pupils. Be polite, don't lose your temper, apologise if it is in order, and be honest. If a pupil misbehaves, concentrate on the actions rather than the person. Avoid asking why they did what they did because they often don't know.
Keep trusting them	Most pupils want to be liked and want to be part of the group. Understanding that some pupils choose to misbehave is important and therefore you need to ask why they are acting as they are. Small gestures from the teacher can affect the behaviour of some children – for example, receiving a smile, being spoken to or being praised. Pupils need to be given chances to improve their behaviour.

Positive reinforcements

Here at CHB, the foundation of our education is the development of the child as a happy, successful individual. We create a place where children can thrive, enjoy learning, and develop behaviours that will lead to happy, successful relationships and a positive contribution to society. We want to equip our children with the skills to tackle life's challenges and face adversity with confidence and resilience.

Our staff model the behaviour we want and use positive reinforcement to encourage the same in children.

When children do not respond to positive reinforcement, our staff use a system of warnings to support children in turning their behaviour around.

Classroom management sanction structure

It is important to have consistency when dealing with children who need to turn their behaviour around and to give sanctions following the sanction structure.

It is also important to communicate sanctions given to form tutors and Heads of Phase in order to further support children and teachers.

Colegio Hispano Británico – KS1-2 Sanctions

The graphic is titled 'Traffic Light System' and features three large colored circles: a green circle at the top, a yellow circle in the middle, and a red circle at the bottom. To the left of the green circle is the 'chb' logo. To the right of the yellow circle is the text 'GOOD TO GO! You are making all the right choices.' To the right of the red circle is the text 'STOP! Time for a sanction: your teacher may move you or give you a detention or write a message to your parents in the homework diary'. The text 'SLOW DOWN! Check your actions and think about your choices.' is positioned between the green and yellow circles.

GOOD TO GO!
You are making all the right choices.

SLOW DOWN!
Check your actions and think about your choices.

STOP!
Time for a sanction:
● your teacher may move you
● or give you a detention
● or write a message to your parents in the homework diary

When children do not respond to positive reinforcement, our staff use a simple **Traffic Light System** to support children in turning their behaviour around.

How does it work?

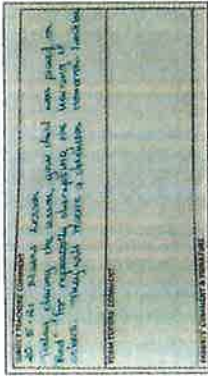
The focus is on disciplining the **behaviour** not the **child** to enable them to quickly identify behaviours that they need to change.

1. Every lesson, all children start on **Green**.
2. If the behaviour of a child (or class) is not acceptable to the teacher, they will receive a clear warning.
3. If the child/class continues to behave inappropriately, their name will be written onto **Yellow**. There will be a clear explanation of what sanction will follow if they do not behave.
4. If the child/class persists, their name/s will be written onto **Red** where they will receive a sanction and the form tutor is informed.

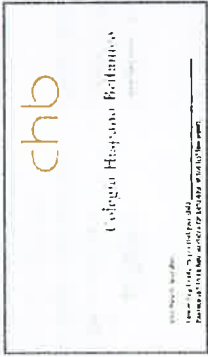
Note: on rare occasions, a child's name may be directly placed on **Red** if they have acted in a way that is unsafe or requires an immediate sanction.

What Happens Next?

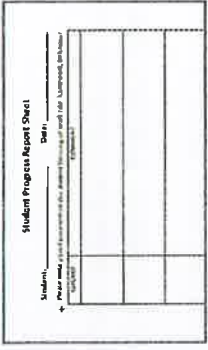
If a child's name is on **Red**, they will be sanctioned and it is important that you are informed. Either the class teacher or form tutor will record the sanction in the homework diary or, in more sensitive cases, contact you directly.



Most **Red** sanctions result in a detention at lunchtime and a message to parents in the homework diary.



3 **Red** sanctions would result in a letter to parents from the Head of Discipline, Angela Nudds.



A further **Red** sanction would now result in a **Silent Report** issued to teachers to find out more about the child's behaviour and a parent meeting is arranged.



A further **Red** sanction would now result in a 1 day suspension, with the understanding that if this continues, 3 days suspension and ultimately exclusion would follow.

What do you need to do?

Please talk to your child and **help them to take responsibility for their own actions**. Children often want to talk about the actions of other children, but it is important that we help them focus on the behaviour that they have the power to positively change. Behaviour incidents can take a lot of time to unpick and judge fairly, so please support our sanctions; they are designed to help children to improve their behaviour.

I understand the CHB school ethos, rules and dress policy and will follow them.

Child's signature: _____

Parent's signature: _____

Colegio Hispano Británico – KS3 and KS4 Sanctions

Sanctions

When children do not respond to positive reinforcement, our staff use a system of warnings to support children in turning their behaviour around.

How does it work?

The focus is on disciplining the behaviour, not the student, to enable them to quickly identify behaviours that they need to change.

1. It is expected that every student/class will settle quickly and behave as expected throughout each lesson
2. If the student/class behaviour is not acceptable to the teacher, they will receive a clear warning.
3. If the student/class continues to behave inappropriately they will be given a final warning.
4. If the student/class persists, the subject teacher will give them a sanction (normally a detention) and record the incident in their homework diary for parents and the form tutor to see.

Note: on rare occasions, students may be given an immediate sanction if they have acted in a way that is unsafe.

What Happens Next?

if a student has persisted in poor behaviour in the classroom the subject teacher will give them a sanction and record the incident in their homework diary. If poor behaviour continues the Head of Discipline will be informed.

The discipline structure is as follows:

1. Most sanctions result in a detention at lunchtime and a message to parents in the agenda.

2. Three sanctions would result in a letter to parents from the Head of Phase (Angela Nudds or Mark Davids)

3. A further sanction would now result in a *Silent Report* issued to teachers to find out more about the child's behaviour and a meeting is arranged with the parents.

4. A further sanction would now result in a 1 day suspension with the understanding that if this continues, 3 days suspension and ultimately exclusion would follow.

What do you need to do?

Please talk to your child and **help them to take responsibility for their own actions**. Students often want to talk about the actions of the other students but it is important that we help them focus on the behaviour that they have the power to positively change. Behaviour incidents can take a lot of time to unpick and judge fairly so please support our sanctions; they are designed to support students in improving their behaviour.

Understand the CHB school ethos, rules and dress policy and will follow them.

Child's signature: _____

Parent's signature: _____



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School Rules Policy

Policy Creation and Review	
Author(s)	SMT
Last Review Date	August 2023 SMT
Next Review Date	August 2024

COLEGIO HISPANO BRITÁNICO SCHOOL RULES

- 1) Students should treat all staff and their peers with respect at all times. Physical or verbal violence or bullying of any form will not be tolerated.
- 2) Students are to stay within the school boundaries at all times.
- 3) Clothing can be casual and comfortable but students must look presentable. No tops with offensive slogans are allowed. Boys are not to wear singlet t-shirts. Girls should not bare any midriff or wear vest tops with straps less than 2 fingers in width or off the shoulder tops. Shorts and skirts should be at least the length of closed fist, with hands by side. Angie, Mark, and Katie primarily assess if a student is inappropriately dressed but any member of staff can bring to their attention the dress of a student which they feel is inappropriate. Students who repeatedly dress inappropriately will be sanctioned using the Discipline Structure.
- 4) Students must arrive at school and to lessons punctually, fully equipped with relevant books, pens, pencils etc.
- 5) Lateness is after the 9.25 am bell or after 8.45 am if their lesson starts at that time.
- 6) Students should enter classes quietly and prepare for the lesson as quickly as possible, with bags on the floor under the desk or on the hangers provided.
- 7) Students should remain seated throughout the lesson and speak quietly to other students only when necessary.
- 8) Students must raise their hand if they wish to speak to the teacher and listen to the teacher at all times, without interruption.
- 9) Students should speak English **at all times**, except in language classes e.g. Spanish, German, Chinese etc.
- 10) Students should inform the teacher when class work is completed so further instructions can be given.
- 11) Students must leave the classroom neat and tidy and place all rubbish in the bins provided.
- 12) Students must complete all homework or teacher tasks set.
- 13) Students should listen to other pupils during discussions and respect their nationality, religion, opinions and beliefs.
- 14) Students must treat school property with respect. Vandalism will be punished and a bill sent to parents for repairs or replacements.
- 15) Students should not eat in classrooms. Food and drink must be consumed in the Marquee, in the Middle covered patio or in the Dining Room. Bottled water is allowed at breaks.
- 16) Lunch is to be eaten between 1.10 and 1.30pm in designated areas. No access will be permitted to playing areas until 1.30. Throwing away food or drink without good reason is not allowed.
- 17) CHEWING GUM IS STRICTLY PROHIBITED ANYWHERE ON THE SCHOOL PREMISES.
- 18) Ball games are to be played in permitted areas only.
- 19) Mobile phones must be handed into the school office on arrival and phones must not be used until they are off the school premises. Any phones being used in school will be confiscated.
- 20) Subject specialist rooms such as Art, IT and Science have additional safety rules that need to be followed.
- 21) Smoking, vaping or using any kind of controlled substance is strictly prohibited in the school premises.

The school also expects that all students:

- Co-operate with the school efforts to protect their health, safety and welfare.
- Take reasonable care of their own safety and not place others at risk by their actions.
- Do not engage in reckless or careless behaviour that might compromise the schools preventative and protective measures (such as letting off fire extinguishers without good cause, or maliciously setting off fire extinguishers).
- Do not intentionally damage or misuse equipment and report defects or unsafe situations to the staff or management of the school.
- Adhere to the fire and other emergency procedures and follow any safety instruction given to them by members of staff.
- Report any accident that has occurred within the school grounds.

ATTENDANCE POLICY

Regular attendance is a prerequisite of student achievement. Absence, whether long term, frequent or occasional, leads to missed experiences, causes fractured social relationships, which all encourage an increased pattern of non-attendance.

Fostering good attendance is the shared responsibility of the student, parent and the school. Parents are reminded that although we are an independent school, it is a requirement under Spanish and Canarian Law that children attend school every school day. Parents should contact the school on the first day of absence before 9.20am. and keep the school

updated thereafter.



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Pastoral Care Policy

Policy Creation and Review	
Author(s)	Angela Nudds
Last Review Date	August 2023 Angela Nudds
Next Review Date	August 2024

All staff have a responsibility for the care, welfare, safety and therefore to create the learning environment for all the school's students.

Definition

Teachers and non-teaching staff are all part of a team. This team wants to ensure students are happy and secure in whatever activity they are taking part in, whether social, mental, emotional or physical. We have a caring commitment to guide and advise students, equipping them with the skills needed to face the outside world. Teachers and non-teaching staff are encouraged to approach the care of the children in a positive way.

Aims

1. To create and maintain an atmosphere where students feel they are known, safe, valued, respected and happy.
2. To promote the aims of the school.
3. To implement our school rules regarding acceptable behaviour.
4. To maintain the highest standards of teaching and learning.
5. To respond in an empathetic way to the concerns, fears and worries of students.
6. To build an atmosphere of trust.
7. To make children aware of potential dangers through the teaching of PSHE and other subjects.

Issues

1. **Ethos.** The ethos of the school will be reflected in the moral, intellectual, personal and social development of the students. It does not come about by chance. It is achieved by the director, senior management team and staff promoting and facilitating an atmosphere of care and respect within the formal and informal life of the school community.
2. **Relationships.** A good relationship between students and staff is paramount to generating a positive climate within the school community where every individual feels valued and cared for at all times. Good relationships will be nurtured between:
 - staff and all students
 - students and their peers
 - members of staff
 - senior management team and staff
 - school and the surrounding community

Children will also be encouraged to develop and value a respect for themselves.

NB: All staff must know that any allegation of inappropriate misconduct of staff student relations will be investigated thoroughly and the member of staff may be suspended from service in the interim. If the student concerned is under 16 Child protection and the Police must be informed. Even if criminal conviction is not the outcome, the member of staff may face a case of professional misconduct following the staff discipline procedure, as stated in the convenio.

Rules for relations with students:

- Pupils are not your friends, keep a professional distance.
- Be aware that a pupil may have crush on you. If you suspect such an infatuation, inform the management to protect yourself against student fantasies that could be misinterpreted by others.

- Do not place yourself alone with a student in circumstances which may be difficult to explain. If you need to talk one to one, ensure you can be seen or at the very least your door kept open.
- Avoid events organised by pupils unless they are supported by senior staff.
- Do not give out home or contact details without good reason
- Out of school contact: visiting a pupil's home or giving a lift home, could be perfectly innocent, but parents and the school management must be made aware of any such situation.

A student must never be promised confidentiality as sensitive problems should be brought to the attention of a senior member of staff.

3. **Self Esteem.** In general self-esteem and respect are central to the development of the whole child and promotes learning.
4. **Within the classroom** the subject teacher must foster self-esteem in students, to promote a sense of self motivation and achievement and to allow them to explore their own attitudes and values in a supportive, non-threatening environment.
5. **Out of the classroom** all staff must promote the aims in the provision of break supervision and extracurricular activities, both sporting and non-sporting, and in a variety of field trips and school excursions.
6. **Personal Safety.** Children will be encouraged to be responsible for their own personal safety and will be helped to acquire skills to be able to do this, so that they will be able to make the correct decisions and know where to get help if, or when, they are confronted with a problem or danger. The whole school must be aware of the teachers responsible for helping with problems: Angie, Emma and Djek. It is expected that children can speak to their form tutor if they need help or are concerned.
7. **First Aid.** If a teacher feels it necessary for a student to receive medical treatment the student should be taken/sent to the office for the first aid to be administered or a decision to be taken as to whether further medical assistance should be sought.

Category B Injuries

These are injuries where the students are able to walk unaided, however, in some pain or discomfort. Again, after an initial inspection a decision will be made whether a more in-depth inspection, i.e. x-ray is needed. At this point the student will be taken to the office for the taking of details for insurance clearance followed by a call to the parents or guardians of the child who will accompany them to hospital. If the parent is unable to pick up the child or take them to hospital then transport to hospital will be done by a previously designated driver from the ancillary staff with mobile telephone switched on.

Category A Injuries

These are injuries where the student is either unconscious or unable to move without some form of aid. In this case the student should **not** be moved unless they are in a particularly dangerous position (if possible try to put the student in the recovery position). If it is a neck or back problem then the student must **not** be moved. An ambulance from Ambulancia Islas Canarias **928 801212** should be called as soon as possible in these cases.

To help with the overall smoothness of operations the list of the students' names, addresses and telephone numbers needs to be regularly updated.

An accident report or log should then be made, making any recommendations as to how the incident happened and whether there was there anything that could have been done to stop a similar incident occurring.

8. **Sex and Drug Education.** Gerladine is responsible for the coordination and delivery of PSHE, Personal, Social and Health Education within the school. Students from year 9 have informative talks on both topics.

Implementation and monitoring.

Teaching and non - teaching staff must familiarise themselves with this policy and give appropriate help if needed. They must work to build up students' self-esteem and encourage them to be assertive and to resist negative peer pressure. They must help them to develop the ability to make moral decisions and to know the difference between right and wrong.

Parents are encouraged to contact their child's teacher or the director if they have any concerns or worries. Urgent concerns will be given immediate attention. Parents will be encouraged to share concerns about home circumstances or medical matters which may affect their child's work or behaviour in school. Any information disclosed will be treated as confidential. The opinions of parents and children will be valued and where appropriate action will be taken.

Subject to annual review



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Anti-Bullying Policy

Policy Creation and Review	
Author(s)	Angela Nudds
Last Review Date	August 2023 Angela Nudds
Next Review Date	August 2024

Colegio Hispano Británico Anti-Bullying Policy

Definition of Bullying

Bullying is repeated aggression, verbal, psychological or physical conducted by an individual or a group against others. Bullying can take many forms and can occur in any setting. Bullying can include, but is not limited to, intimidation such as name calling or threatening; social alienation such as shunning or spreading rumours; or physical assaults on a student or attacks on a student's property.

Aims

Bullying can create an atmosphere of fear and unnecessary anxiety that affects the ability of a student to attend school, learn in school, walk around the school, play in recreation areas, participate in or attend special or extracurricular activities or travel to and from school.

1. To create a school ethos which encourages students to disclose and discuss incidents of bullying behaviour.
2. To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, students, parents or guardians.
3. To establish procedures for noting and reporting incidents of bullying behaviour.
4. To establish procedures for investigating and dealing with bullying behaviour.
5. To develop a programme of support for those affected by bullying behaviour and for those involved in bullying.

Implementation

1. A roster will ensure that all recreational areas are closely supervised at midmorning break and lunchtimes.
2. Students will be educated about bullying in PSHE and other subjects.
3. Students will be informed of the following procedures for reporting, investigating and dealing with incidents.

Procedures for Noting and Reporting an Incident of Bullying Behaviour

1. All reports of bullying, no matter how trivial they may seem, will be investigated and dealt with by the form teacher. In that way students will gain confidence in 'telling'. This confidence factor is of vital importance.
2. Cases of bullying behaviour will be referred to the Head of Phase.
3. Parents or guardians of victims or bullies will be informed by the Head of Phase earlier rather than later so they are given the opportunity of discussing the matter and providing their child with help or support.
4. Non teaching staff are encouraged to report any incidents of bullying behaviour witnessed by them to the teaching staff.
5. In the case of a complaint against a staff member, this should be raised immediately with a member of the senior management team.

Procedures for Investigating and Dealing with Bullying Behaviour

In the first instance, teachers must take a calm, unemotional problem-solving approach when dealing with incidents reported by students, staff or parents/guardians. The incident will then be dealt with by the Head of Phase. In an attempt to get both sides of the story, students involved will be spoken to separately. Interviews must be conducted sensitively. Students who are not directly involved may also be able to provide useful information.

1. When analysing incidents of bullying behaviour answers will be sought to questions of what, where, when, who and why, in a calm manner, setting an example in dealing effectively with the conflict in a non-aggressive manner.
2. If a group is involved, each member will be interviewed individually and then the individuals are met as a group. Each member will be asked for his/her account of events to ensure that everyone is clear about what everyone else has said. Other students may also be interviewed to get a clearer picture.
3. Isolated incidents of aggression will be dealt with according to the school discipline procedure.
4. For less serious incidents of bullying behaviour the 'No Blame' approach may be used.
 - Interview the child being bullied and the bully.
 - Interview others involved
 - Explain the problem.
 - Share responsibility.
 - Encourage students to identify solutions.
 - Meet them again.
5. Head of phases who are investigating cases of bullying behaviour will keep a written record of their discussions with those involved. It may also be appropriate or helpful to ask those involved to write down their account of the incident/s.
6. In cases where it has been determined that bullying behaviour has occurred, meet with the parents/guardians of the two parties involved as appropriate to (a) explain actions being taken and the reasons for them, referring to this policy and the school discipline procedure, (b) discuss ways in which they can reinforce or support the actions taken by the school.
7. Separate follow-up meetings, with the two parties involved may be arranged, with a view to possibly bringing them together at a later date if the victim is ready and agreeable.

Evaluation

This policy will be evaluated at least annually by the SMT.



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Online Safety Policy

Policy Creation and Review	
Author(s)	Angela Nudds
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Scope of the Policy

This policy applies to all members of the school community (including staff, students / pupils, volunteers, parents / carers, visitors, community users) who have access to and are users of the school's digital technology systems, both in and out of the school.

The Education and Inspections Act 2006 empowers Headteachers to such extent as is reasonable, to regulate the behaviour of pupils when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of online-bullying or other Online Safety incidents covered by this policy, which may take place outside of the school, but is linked to membership of Colegio Hispano Británico. The 2011 Education Act increased these powers with regard to the searching for and of electronic devices and the deletion of data. In the case of both acts, action can only be taken over issues covered by the published Behaviour Policy.

Colegio Hispano Británico will deal with such incidents within this policy and associated behaviour and anti-bullying policies and will, where known, inform parents / carers of incidents of inappropriate Online Safety behaviour that take place out of school.

Roles and Responsibilities

The following section outlines the online safety roles and responsibilities of individuals and groups within Colegio Hispano Británico:

Directors are responsible for the approval of the Online Safety Policy and for reviewing the effectiveness of the policy. This will be carried out by receiving regular information about online safety incidents and monitoring reports. A member of the Directors will take on the role of Online Safety Person. The role of the Online Safety Person will include:

- regular meetings with the Online Safety Co-ordinator
- regular monitoring of online safety incident logs
- reporting to relevant Directors

Headteacher and Senior Leaders

- The Headteacher has a duty of care for ensuring the safety (including online safety) of members of the school community, though the day to day responsibility for online safety will be delegated to the Online Safety Person.
- The Headteacher and the Senior Leadership Team should be aware of the procedures to be followed in the event of a serious online safety allegation being made against a member of staff.
- The Headteacher and Senior Leaders are responsible for ensuring that the Online Safety person and other relevant staff receive suitable training to enable them to carry out their online safety roles and to train other colleagues, as relevant.
- The Senior Leadership Team will receive regular monitoring reports from the Online Safety Person.

Online Safety Officer / Person

- takes day to day responsibility for online safety issues and has a leading role in establishing and reviewing the school online safety policies
- ensures that all staff are aware of the procedures that need to be followed in the event of an online safety incident taking place.
- provides training and advice for staff
- liaises with school technical staff
- receives reports of online safety incidents and creates a log of incidents to inform future online safety developments,
- meets regularly with the Directors to discuss current issues,
- attends relevant meetings
- reports regularly to Senior Leadership Team

Network Support

The Technical Team and Co-ordinator for Computing are responsible for ensuring:

- that the school's technical infrastructure is secure and is not open to misuse or malicious attack
- that the school meets required online safety technical requirements
- that they keep up to date with online safety technical information in order to effectively carry out their online safety role and to inform and update others as relevant
- that the use of the network, internet, learning platforms, remote access and email is regularly monitored in order that any misuse or attempted misuse can be reported to the Headteacher and Online Safety Person for investigation
- that monitoring software is implemented and updated in line with Keeping children safe in Education (2019).

Teaching and Support Staff

Are responsible for ensuring that:

- they have an up to date awareness of online safety matters and of the current school Online Safety Policy and practices
- they have read, understood and signed the Staff Acceptable Use Policy (AUP)
- they report any suspected misuse or problem to the Headteacher, Senior Leadership Team, Online Safety Person for investigation.
- they report any data breach or suspected data breach to the Online Safety Person without delay

- all digital communications with students / pupils / parents / carers should be on a professional level and only carried out using official school systems
- online safety issues are embedded in all aspects of the curriculum and other activities
- pupils understand and follow the Online Safety Policy and acceptable use policies
- pupils have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
- they monitor the use of digital technologies, mobile devices, cameras etc in lessons and other school activities (where allowed) and implement current policies with regard to these devices
- in lessons where internet use is pre-planned, pupils should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches

Designated Child Protection Leads

Should be trained in Online Safety issues and be aware of the potential for serious child protection / safeguarding issues to arise from:

- sharing of personal data
- access to illegal / inappropriate materials
- inappropriate on-line contact with adults / strangers
- potential or actual incidents of grooming
- online-bullying

Pupils:

- are responsible for using the school's digital technology systems in accordance with the Pupil Acceptable Use Agreement
- have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
- need to understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so
- will be expected to know and understand policies on the use of mobile devices and digital cameras. They should also know and understand policies on the taking / use of images and on online-bullying.
- should understand the importance of adopting good online safety practice when using digital technologies out of school and realise that the school's Online Safety Policy covers their actions out of school if related to their membership of the school

Parents / Carers

Parents / Carers play a crucial role in ensuring that their children understand the need to use the internet in an appropriate way. The school will take every opportunity to help parents understand these issues through parents' evenings, newsletters, letters, and the website. Information about national and local online safety campaigns will be promoted via Twitter and, if necessary, via email. Parents and carers will be encouraged to support the school in promoting good online safety practice and to follow guidelines on the appropriate use of:

- digital and video images taken at school events
- Theirs and their children's personal devices when used in school

Policy Statements

Education – Pupils

Whilst regulation and technical solutions are very important, their use must be balanced by educating pupils to take a responsible approach. The education of pupils in digital literacy is therefore an essential part of the school's online safety provision. Children and young people need the help and support of the school to recognise and avoid online safety risks and build their resilience.

Online safety should be a focus in all areas of the curriculum and staff should reinforce online safety messages across the curriculum. The online safety curriculum should be broad, relevant and provide progression, with opportunities for creative activities and will be provided in the following ways:

- key online safety messages should be reinforced as part of a planned programme of Worships and classroom activities
- pupils should be taught in all lessons to be critically aware of the content they access on-line and be guided to validate the accuracy of information.
- pupils should be taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet
- pupils should be supported in building resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.
- pupils should be helped to understand the need for the pupil Acceptable Use Policy and encouraged to adopt safe and responsible use both within and outside school
- Staff should act as good role models in their use of digital technologies, the internet and mobile devices
- in lessons where internet use is pre-planned, it is best practice that pupils should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches.

- Where pupils are allowed to freely search the internet, staff should be vigilant in monitoring the content of the websites the young people visit

Education – Parents / Carers

Many parents and carers have only a limited understanding of online safety risks and issues, yet they play an essential role in the education of their children and in the monitoring and regulation of their children's online behaviours. Parents may underestimate how often children and young people come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond.

The school will therefore seek to provide information and awareness to parents and carers through:

- Curriculum activities
- Letters, newsletters, web site, social media
- Parents / Carers evenings
- High profile events / campaigns e.g. Safer Internet Day
- Reference to relevant web sites and publications

Education & Training – Staff / Volunteers

It is essential that all staff receive online safety training and understand their responsibilities, as outlined in this policy. Training will be offered as follows:

A planned programme of formal online safety training will be made available to staff. This will be regularly updated and reinforced. All new staff should receive online safety training as part of their induction programme, ensuring that they fully understand the school Online Safety Policy and Acceptable Use Agreements.

- It is expected that some staff will identify online safety as a training need within the performance management process.
- The Online Safety Person and other members of staff as appropriate will receive regular updates through attendance at external training events and by reviewing guidance documents released by relevant organisations.
- This Online Safety Policy and its updates will be presented to and discussed by staff in staff meetings.
- The Online Safety Person will provide advice and training to individuals as required.

Technical – infrastructure / equipment, filtering and monitoring

The school will be responsible for ensuring that the school network is as safe and secure as is reasonably possible and that policies and procedures approved within this policy are implemented. It will also need to ensure that the relevant people named in the above sections will be effective in carrying out their online safety responsibilities.

School technical systems will be managed in ways that ensure that the school meets recommended technical requirements

There will be regular reviews and audits of the safety and security of school

Servers, wireless systems and cabling must be securely located and physical access restricted

- All users will have clearly defined access rights to school's technical systems and devices.
- All users will be provided with a username and secure password by the Computing Coordinator who will keep an up to date record of users and their usernames. Users are responsible for the security of their username and password
- The Computing Coordinator, alongside external service providers, is responsible for ensuring that software license logs are accurate and up to date and that regular checks are made to reconcile the number of licenses purchased against the number of software installations.
- Internet access is filtered for all users. Illegal content (child sexual abuse images) is filtered by the broadband or filtering provider by actively employing the Internet Watch Foundation CAIC list. Content lists are regularly updated and internet use is logged and regularly monitored.
- Internet filtering / monitoring should ensure that children are safe from terrorist and extremist material when accessing the internet.
- The Computing Coordinator will regularly monitor and record the activity of users on the school technical systems and users are made aware of this in the Acceptable Use Agreement.
- Appropriate security measures are in place to protect the servers, firewalls, routers, wireless systems, work stations etc. from accidental or malicious attempts which might threaten the security of the school systems and data. These are tested regularly. The school infrastructure and individual workstations are protected by up to date virus software.
- An agreed policy is in place (see Data Protection Policy) regarding the use of removable media (e.g. memory sticks) by users on school devices. Personal data cannot be sent over the internet or taken off the school site unless safely encrypted or otherwise secured.

Mobile Technologies

Mobile technology devices may be school owned or personally owned and might include: smartphone, tablet, notebook / laptop or other technology that usually has the capability of utilising the school's wireless network. The device then has access to the wider internet which may include the school's cloud based services such as SSuite, email and data storage.

All users should understand that the primary purpose of the use of mobile and/or personal devices in a school context is educational.

- The school's Acceptable Use Agreements for staff, pupils and parents / carers will give consideration to the use of mobile technologies

- The school allows:

	School Devices			Personal Devices		
	School owned for single user	School owned for multiple users	Authorised device	Student owned	Staff owned	Visitor owned
Allowed in school	Yes	Yes	Yes	Yes (only for those pupils who walk/bus to & from school alone)	Yes	Yes
Full network access	Yes	Yes	Yes	No	No	No
Internet access	Yes	Yes	Yes	No	Yes	Upon request

Use of digital and video images

The development of digital imaging technologies has created significant benefits to learning, allowing staff and pupils instant use of images that they have recorded themselves or downloaded from the internet. However, staff, parents / carers and pupils need to be aware of the risks associated with publishing digital images on the internet. Such images may provide avenues for cyberbullying to take place. Digital images may remain available on the internet forever and may cause harm or embarrassment to individuals in the short or longer term. It is common for employers to carry out internet searches for information about potential and existing employees. The school will inform and educate users about these risks and will implement policies to reduce the likelihood of the potential for harm

When using digital images, staff should inform and educate pupils about the risks associated with the taking, use, sharing, publication and distribution of images. In particular, they should recognise the risks attached to publishing their own images on the internet e.g. on social networking sites.

- written permission from parents or carers will be obtained before photographs of pupils are published on the school website, social media, school prospectus, newsletter, internal displays
- in accordance with guidance from the Information Commissioner's Office, parents / carers are welcome to take videos and digital images of their children at school events for their own personal use (as such use is not covered by the Data Protection Act). To respect everyone's privacy and in some cases protection, these images should not be published and/or made publicly available on social networking sites, nor should parents / carers comment on any activities involving other pupils in the digital / video images.
- staff and volunteers are allowed to take digital / video images to support educational aims, but must follow school policies concerning the sharing, distribution and publication of those

images. Those images should only be taken on school equipment; the personal equipment of staff should not be used for such purposes.

- pupils must not take, use, share, publish or distribute images of others without their permission
- photographs published on the website, or elsewhere that include pupils will be selected carefully and will comply with good practice guidance on the use of such images.
- Pupils' full names will not be used anywhere on a website, blog and social media, particularly in association with photographs.

Communications

A wide range of rapidly developing communications technologies has the potential to enhance learning. The following table shows how the school currently considers the benefit of using these technologies for education:

Communication Technologies	Staff & other adults			Pupils			
	Allowed	Allowed at certain times	Allowed for selected staff	Not allowed	Allowed	Allowed at certain times	Allowed with staff permission
Mobile phones may be brought to the school				✓		✓	
Use of mobile phones in lessons				✓			
Use of mobile phones in social time				✓			
Taking photos on school mobile phones / cameras		✓					
Use of other mobile devices e.g. tablets						✓	✓
Use of personal email addresses in school or on school network		✓	✓	✓			
Use of school email for personal emails		✓	✓		✓ (with restrictions)		
Use of messaging apps	✓			✓			

Use of social media	✓	✓				
Use of blogs	✓			✓		

When using communication technologies, the school considers the following as good practice:

- The official school email service may be regarded as safe and secure and is monitored. Users should be aware that email communications are monitored. Staff and pupils should therefore use only the school email service to communicate with others when in school, or on school systems (e.g. by remote access).
- Users must immediately report, to the nominated person – in accordance with the school policy - the receipt of any communication that makes them feel uncomfortable, is offensive, discriminatory, threatening or bullying in nature and must not respond to any such communication.
- Any digital communication between staff and pupils or parents / carers (email, social media, chat, blogs, etc) must be professional in tone and content. These communications may only take place on official (monitored) school systems. Personal email addresses, text messaging or social media must not be used for these communications.
- Pupils at KS2 and above will be provided with individual school email addresses for educational use.
- Pupils should be taught about online safety issues, such as the risks attached to the sharing of personal details. They should also be taught strategies to deal with inappropriate communications and be reminded of the need to communicate appropriately when using digital technologies.
- Personal information should not be posted on the school website and only official email addresses should be used to identify members of staff.

Social Media - Protecting Professional Identity

The school provides the following measures to ensure reasonable steps are in place to minimise risk of harm to pupils, staff and the school through:

- Ensuring that personal information is not published
- Training is provided including: acceptable use; social media risks; checking of settings; data protection; reporting issues.
- Clear reporting guidance, including responsibilities, procedures and sanctions
- Risk assessment, including legal risk

School / academy staff should ensure that:

- No reference should be made in social media to pupils, parents / carers or school staff
- They do not engage in online discussion on personal matters relating to members of the school community
- Personal opinions should not be attributed to the school or local authority

- Security settings on personal social media profiles are regularly checked to minimise risk of loss of personal information

When official school social media accounts are established there should be:

- A process for approval by senior leaders
- Clear processes for the administration and monitoring of these accounts – involving at least two members of staff
- Systems for reporting and dealing with abuse and misuse
- Understanding of how incidents may be dealt with under school / academy disciplinary procedures

Personal Use:

- Personal communications are those made via personal social media accounts. In all cases, where a personal account is used which associates itself with the school or impacts on the school, it must be made clear that the member of staff is not communicating on behalf of the school with an appropriate disclaimer. Such personal communications are within the scope of this policy
- Personal communications which do not refer to or impact upon the school are outside the scope of this policy
- Where excessive personal use of social media in school is suspected, and considered to be interfering with relevant duties, disciplinary action may be taken
- The school permits reasonable and appropriate access to private social media sites

Monitoring of Public Social Media

- As part of active social media engagement, the school will pro-actively monitor the Internet for public postings about the school.
- The school will effectively respond to social media comments made by others according to a defined policy or process

Dealing with unsuitable / inappropriate activities

Colegio Hispano Britanico believes that the activities referred to in the following section would be inappropriate in a school context and that users, as defined below, should not engage in these activities in and/or outside the school. The school policy restricts usage as follows:

User Actions		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable and illegal
Users shall not visit Internet sites, make, post, download, upload, data transfer, communicate or pass on, material, remarks, proposals or comments that contain or relate to:	Child sexual abuse images –The making, production or distribution of indecent images of children. Contrary to The Protection of Children Act 1978					X
	Grooming, incitement, arrangement or facilitation of sexual acts against children Contrary to the Sexual Offences Act 2003.					X
	Possession of an extreme pornographic image (grossly offensive, disgusting or otherwise of an obscene character) Contrary to the Criminal Justice and Immigration Act 2008					X
	Criminally racist material– to stir up religious hatred (or hatred on the grounds of sexual orientation) - contrary to the Public Order Act 1986					X
	Pornography				X	
	Promotion of any kind of discrimination				X	
	threatening behaviour, including promotion of physical violence or mental harm				X	
	Promotion of extremism or terrorism				X	
	Any other information which may be offensive to colleagues or breaches the integrity of the ethos of the school or brings the school into disrepute				X	

Using school systems to run a private business			X	
Using systems, applications, websites or other mechanisms that bypass the filtering or other safeguards employed by the school / academy			X	
Infringing copyright			X	
Revealing or publicising confidential or proprietary information (eg financial / personal information, databases, computer / network access codes and passwords)			X	
Creating or propagating computer viruses or other harmful files			X	
Unfair usage (downloading / uploading large files that hinders others in their use of the internet)			X	
On-line gaming (educational)	X			
On-line gaming (non-educational)		X		
On-line gambling			X	
On-line shopping / commerce		X		
File sharing		X		
Use of social media		X		
Use of messaging apps		X		
Use of video broadcasting e.g. Youtube		X		

Responding to incidents of misuse

This guidance is intended for use when staff need to manage incidents that involve the use of online services. It encourages a safe and secure approach to the management of the incident. Incidents might involve illegal or inappropriate activities (see “User Actions” above).

Other Incidents

It is hoped that all members of the school community will be responsible users of digital technologies and will understand and follow school policy. However, there may be times when infringements of the policy could take place, through careless or irresponsible or, very rarely, through deliberate misuse.

In the event of suspicion, all steps in this procedure should be followed:

- Have more than one senior member of staff involved in this process. This is vital to protect individuals if accusations are subsequently reported.
- Conduct the procedure using a designated computer that will not be used by young people and if necessary can be taken off site by the police should the need arise. Use the same computer for the duration of the procedure.
- It is important to ensure that the relevant staff should have appropriate internet access to conduct the procedure, but also that the sites and content visited are closely monitored and recorded (to provide further protection).
- Record the URL of any site containing the alleged misuse and describe the nature of the content causing concern. It may also be necessary to record and store screenshots of the content on the machine being used for investigation. These may be printed, signed and attached to the form (except in the case of images of child sexual abuse – see below)
- Once this has been completed and fully investigated the group will need to judge whether this concern has substance or not. If it does, then appropriate action will be required and could include the following:
 - Internal response or discipline procedures
 - Involvement by local organisation (as relevant).
 - Police involvement and/or action
- **If content being reviewed includes images of child abuse, then the monitoring should be halted and referred to the Police immediately. Other instances to report to the police would include:**
 - incidents of ‘grooming’ behaviour
 - the sending of obscene materials to a child
 - adult material which potentially breaches the Obscene Publications Act
 - criminally racist material
 - promotion of terrorism or extremism
 - other criminal conduct, activity or materials

- **Isolate the computer in question as best you can. Any change to its state may hinder a later police investigation.**

It is important that all of the above steps are taken as they will provide an evidence trail for the school and possibly the police and demonstrate that visits to these sites were carried out for safeguarding purposes. The completed form should be retained by the group for evidence and reference purposes.

Actions & Sanctions

It is more likely that the school will need to deal with incidents that involve inappropriate rather than illegal misuse. It is important that any incidents are dealt with as soon as possible in a proportionate manner, and that members of the school community are aware that incidents have been dealt with. It is intended that incidents of misuse will be dealt with through normal behaviour procedures as follows:

Students / Pupils Incidents	Refer to class teacher/Computing Coordinator	Refer to Head of Key Stage	Refer to technical support staff for action re filtering / security etc.	Inform parents / carers	Removal of network / internet access rights	Warning	Further sanction e.g. exclusion
Deliberately accessing or trying to access material that could be considered illegal (see list in earlier section on unsuitable / inappropriate activities).		X	X	X	X		X
Unauthorised use of non-educational sites during lessons	X		X	X	X		
Unauthorised / inappropriate use of mobile phone / digital camera / other mobile device	X	X	X	X	X		
Unauthorised / inappropriate use of social media / messaging apps / personal email	X	X	X	X	X		
Unauthorised downloading or uploading of files	X	X	X	X	X		

Allowing others to access school network by sharing username and passwords	X		X	X	X		X
Attempting to access or accessing the school network, using another student's / pupil's account	X	X	X	X	X		
Attempting to access or accessing the school network, using the account of a member of staff		X	X	X	X		X
Corrupting or destroying the data of other users	X	X	X	X		X	
Students / Pupils Incidents	Refer	Refer to Head of Key Stage	Refer to technical support staff for action re filtering / security etc.	Inform parents / carers	Removal of network / internet access rights	Warning	Further sanction e.g. exclusion
Sending an email, text or message that is regarded as offensive, harassment or of a bullying nature	X	X	X	X	X		X
Continued infringements of the above, following previous warnings or sanctions	X				X		X
Actions which could bring the school into disrepute or breach the integrity of the ethos of the school	X	X	X	X	X	X	X
Using proxy sites or other means to subvert the school's filtering system	X			X	X	X	X
Accidentally accessing offensive or pornographic material and failing to report the incident	X	X	X	X	X	X	
Deliberately accessing or trying to access offensive or pornographic material	X		X	X	X		X

Receipt or transmission of material that infringes the copyright of another person or infringes the Data Protection Act	X	X			X	X	X	
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Staff Incidents	Refer to line manager	Refer to Headteacher	Refer to Police	Refer to Technical Support Staff for action re filtering etc.	Warning	Suspension	Disciplinary action
Deliberately accessing or trying to access material that could be considered illegal (see list in earlier section on unsuitable / inappropriate activities).		X	X		X	X	X
Inappropriate personal use of the internet / social media / personal email		X	X		X	X	X
Unauthorised downloading or uploading of files		X	X		X	X	X
Allowing others to access school network by sharing username and passwords or attempting to access or accessing the school network, using another person's account		X			X		
Careless use of personal data e.g. holding or transferring data in an insecure manner	X				X		
Deliberate actions to breach data protection or network security rules	X	X			X		
Corrupting or destroying the data of other users or causing deliberate damage to hardware or software		X			X	X	
Sending an email, text or message that is regarded as offensive, harassment or of a bullying nature		X			X	X	X
Using personal email / social networking / instant messaging / text messaging to carrying out digital communications with students / pupils		X			X	X	X

Actions which could compromise the staff member's professional standing		X			X	X	X
Staff Incidents	Refer to line manager	Refer to Headteacher	Refer to Police	Refer to Technical Support Staff for action re filtering etc.	Warning	Suspension	Disciplinary action
Actions which could bring the school / academy into disrepute or breach the integrity of the ethos of the school / academy		X			X	X	X
Using proxy sites or other means to subvert the school's / academy's filtering system		X		X	X	X	X
Accidentally accessing offensive or pornographic material and failing to report the incident		X		X	X	X	X
Deliberately accessing or trying to access offensive or pornographic material		X	X	X		X	X
Breaching copyright or licensing regulations		X		X	X		
Continued infringements of the above, following previous warnings or sanctions		X					X

CANARIAN GOVERNMENT ANTI BULLYING PROTOCOL

INTRODUCTION

We currently find ourselves in a rapidly changing society that demands continuous adaptation of education to the prevailing social dynamics. In today's educational landscape, the issue of school bullying is a prominent concern. One should never underestimate the fear that a bullied child or adolescent can experience. It is imperative to recognize that schools play a significant role in addressing and preventing bullying, as one of their primary functions is to implement all necessary mechanisms to deter and eliminate all forms of violent behaviour.

1. What is School Bullying?

School bullying is the repeated and sustained intimidation and mistreatment among students, with the intent to humiliate and abusively dominate a defenceless individual, perpetrated by either a single aggressor or a group. This is carried out through physical, verbal, and social aggression, resulting in psychological intimidation and group rejection. (DECREE 114/2011, of May 11, regulating coexistence in the educational context of the Autonomous Community of the Canary Islands).

The Ministry of Education and Universities, through the Directorate General of Planning, Innovation, and Educational Promotion, offers a program of prevention and school coexistence services, as well as immediate assistance to students who have experienced peer bullying. The toll-free phone number 800 007 368 is available to the entire Canarian community, serving as an immediate response service for students in non-university public educational institutions who have encountered school bullying. Calls are answered by a team of psychologists from 8 a.m. to 8 p.m., Monday to Friday, throughout the year, excluding holidays.

It is essential to distinguish bullying from isolated acts of aggression and other violent manifestations. To classify a behaviour as school bullying, three diagnostic criteria must simultaneously be met, disregarding the personality of the potential victim. These criteria include:

1. The intent to cause harm.
2. Repetition of aggressive behaviours.
3. Persistence over time, establishing an imbalanced power dynamic between the victim and the aggressors.

School bullying can manifest through various behaviours and encompass multiple modalities, including:

- Disparaging and ridiculing behaviours
- Coercion
- Physical and/or verbal assaults
- Intimidation and threats
- Exclusion, social marginalization, and ostracism
- Theft, extortion, blackmail, and damage to property
- The use of the internet, mobile messages, etc., with the intent to harm (such as mass email distribution or unauthorized image dissemination).

2. What to Do When Aware of a Possible School Bullying Situation?

PROTOCOL OF ACTION

FIRST PHASE

The first phase is structured around four main pillars:

1. The initial step will be to report the situation to:
 - A teacher with whom there may be a greater level of trust.
 - The Tutor.
 - The School Administration Team.
 - A student who is part of the coexistence team.

Any member of the educational community who becomes aware of a potential school bullying situation must bring it to the attention of the school's administrative team. This communication should be made in writing using the appropriate document (Annex I), which collects initial information. The final destination of this document will be the School Director.

The silence surrounding bullying situations often stems from the fear of reprisals upon reporting. Hence, to facilitate the reporting of such instances of alleged bullying, it is crucial to create and promote channels of communication for such behaviours: telephone hotlines, suggestion boxes, email, or other means. Additionally, designating an individual responsible for follow-up and management is essential.

2. Immediate Formation of the Assessment Team within the school, consisting of the Director, the Guidance Counsellor, and a teacher from the school (usually the student's tutor or someone who knows the student well).

3. Gathering Information.

Initial Assessment of the Situation.

The objective of this phase is to "assess the potential bullying situation" in order to avoid alarmist attitudes. The Assessment Team will examine the facts, considering emerging priorities. They will gather information about the situation with the utmost confidentiality, ensuring the same to any students from whom information is sought. This assessment will be conducted objectively to neither downplay the incidents nor cause unnecessary alarm. Minutes will be kept for all meetings held during this protocol, both by the School Administration Team and the Assessment Team.

Information Gathering

The protocol for collecting information will follow these steps:

a. Systematic observation of high-risk areas (playgrounds, hallways, entrances and exits, class changes, cafeteria, etc.) to gather data about student interactions, levels of aggression, situations where aggression occurs, etc. (Annex II)

b. The Assessment Team will conduct interviews as they deem appropriate and, in the order, determined by the team, ensuring that the alleged victim and alleged aggressor do not meet during these interviews. The following interviews are necessary:

b.1. Interview with the allegedly bullied student. The confidentiality of the information provided by the student must be guaranteed (Annex III).

b.2. Interview with non-participating observers, individuals within the educational community who may be aware of the incidents but do not actively participate (Annex IV).

b.3. Interview with the parents or legal representatives of the allegedly bullied students. They will be informed about the investigated incidents, the measures taken, the steps to address the conflict, depending on its severity, and their collaboration will be requested for resolution (Annex V a).

b.4. Interview with the alleged aggressor or aggressors (Annex VI).

Simultaneously with the information gathering protocol, immediate preventive measures may be established:

- Teacher surveillance in areas where the alleged bullying may occur, while always maintaining the essential confidentiality of the entire process.

- Accompaniment of the allegedly bullied student by several trusted peers for as long as necessary to alleviate their suffering (Support Group). Their role will be to accompany the student and report any incidents to the teaching staff.

- Daily monitoring by the teacher chosen by the allegedly bullied student, based on greater empathy or communicative closeness.

- When appropriate, the Assessment Team may implement precautionary measures, which are not contradictory to the proposed educational measures and, therefore, can be carried out simultaneously.

4. Analysis and Evaluation of Information.

Upon completion of interviews and observations, the Assessment Team will analyse the collected information and assess the situation. This assessment will be documented in a report (Report on the Alleged School Bullying Situation - Annex VII), which will indicate the presence or absence of indications of bullying among students, the severity of the situation, and include intervention suggestions or recommendations if the behaviour is contrary to the School's Code of Conduct.

This report will be forwarded to the School Director.

- If the report concludes that THE SCHOOL BULLYING SITUATION IS NOT CONFIRMED, the educational institution will conclude the Protocol. This may be an opportune moment to review the prevention and awareness measures that are regularly implemented at the school and plan collective educational measures (through tutoring, awareness campaigns, social skills programs, peer support and/or mediation programs, etc.).
- If the report concludes that THE SCHOOL BULLYING SITUATION IS CONFIRMED, the Assessment Team will initiate the Second Phase of the Protocol.

The Assessment Team, through the Director, will inform the involved families via personal and individual interviews with each of them, detailing the outcome of the report and the measures to be implemented in each case.

In case of disagreement by the involved families, they may seek recourse through other channels.

SECOND PHASE

The confirmation of bullying entails the simultaneous implementation of various actions. On one hand, there is a need to assess whether the situation should be communicated to other institutions, and on the other hand, immediate educational and disciplinary measures must be put in place.

1. COMMUNICATION OF THE SITUATION.

Communication with the affected families to request their cooperation and gather information (Annex Vb). Through individual meetings with each affected family, they will be informed about their child's behaviour in school, the specific intervention needs, the measures that have been initiated, and, if necessary, the legal actions that fall under the purview of the educational institution.

When conflicts (vandalism, physical aggression, fights, theft, etc.) exceed the resources and competencies of the educational system, or when the competent school authorities feel incapable of addressing the problem, it is necessary to seek external assistance and report it to the relevant authorities, which may include Social Services, the Youth Prosecutor's Office, the National Police, or the Civil Guard.

If any of the minors involved in a case of bullying or school violence are in situations of child protection vulnerability as defined by current legislation, the school will provide this information to the child protection social services.

2. INTERVENTION

The action plan (Annex IX) will jointly define measures to be implemented at the school, in the affected classroom(s), and measures for the students involved in the conflict, ensuring individualized treatment for both the victim and the aggressor, as well as the "spectator" students. This is in addition to any corrective measures outlined in the Code of Conduct.

Throughout the intervention, the preventive measures established in the First Phase will continue to be in effect to protect the victim and/or prevent further aggression.

The Assessment Team will provide daily monitoring for two or three weeks of the student who is experiencing bullying and those who are involved.

EDUCATIONAL MEASURES.

INDIVIDUAL.

Actions with the bullied student(s). Among other measures, the following are suggested:

- Counselling on self-protection behaviours, assertiveness, and assistance in rebuilding self-esteem.
- Proposal for participation in specific social skills courses or programs, either within or outside of regular school hours with parental consent.
- Specific monitoring of the aggressor(s) and the bullied student.
- Group change, if necessary.
- PIKAS Method: Shared concern method.

Actions with the aggressor students. Depending on the severity of the incidents, the school may choose among the following actions:

- Work with each party to repair the harm, solicit and accept apologies, and ask each party if they agree to initiate this process:
 - * Oral and/or written apologies.
 - * Proposal of solutions, development of written commitments, and periodic review of these commitments over several weeks.
 - * Performance of compensatory tasks for the bullied student, the group, or the school.
 - * Participation in a mediation process.
 - * Completion of tasks related to improving school coexistence.

- * Involvement in socio-educational activities.

Assistance in seeking alternatives to address difficulties:

- * Anxiety and anger management.
- * Emotion regulation.
- * Self-control.
- * Social skills and conflict resolution.
- * PIKAS Method: Shared concern method.
- * Group change, if necessary.
- * Private reprimand by the tutor.
- * Private reprimand by the Head of Studies.

Actions with the families:

- Establishment of agreements with families to help them understand that the aim is to assist each of the students involved, with the goal of ending the suffering and preventing such situations from recurring.
- Guidance on how to support their children, whether they are victims or aggressors.
- Request for family cooperation in monitoring and controlling their children, along with guidelines for coordinating communication about the socio-educational process.
- Information about possible external supports and follow-up (referral to external psychological intervention services, participation in specific social skills courses or programs, etc.).

COLLECTIVE MEASURES.

Actions with observing classmates.

- Sensitization campaigns can be carried out during tutorial sessions, including:
 - * Viewing videos or movies followed by discussions or reading and discussing stories.
 - * Creating a decalogue against school mistreatment.
 - * Establishing written commitments to refrain from engaging in such behaviours.
- Peer support and/or mediation programs.
- Identification and correction of misconceptions about bullying, in contrast to the appropriate ideas.
 - * Dissemination of students' rights and responsibilities.
 - * Review and potential reorganization of recess and playground time.

Actions with the teaching staff. Among other measures, the following are suggested:

- Informing all teachers about the immediate actions to be taken upon learning of a suspected bullying situation.
- Explaining the tasks to be carried out in monitoring these situations.
- Providing guidance on detection and intervention indicators.
- Training in mediation programs.

DISCIPLINARY MEASURES

The procedures established in the School's Code of Conduct will be followed.

3. CONCLUSION AND CLOSURE OF THE PROTOCOL

A follow-up and analysis of the case's evolution will be conducted, and deadlines will be set for reviewing its status. The process concludes when the effectiveness of the measures implemented is confirmed.

WHEN BULLYING IS SEVERE AND PERSISTENT

If the applied measures have not achieved the primary objective, it is possible that a case of severe and persistent bullying is at hand.

Severity is assessed based on five key criteria (Rigby, 1996):

1. The victim's level of distress.
2. The parents' level of distress.
3. Prolonged duration of the bullying situation.
4. The willingness of the aggressor(s) to acknowledge the harm caused.
5. The willingness of the aggressor(s) to work toward resolving the situation.

Considering these factors, if the case is severe enough and/or the aggressor(s) fails to take necessary steps to cease the bullying, disciplinary measures specified in the School's Code of Conduct for behaviours that seriously disrupt the school's environment will be applied (Decree 114/2011 of May 11, regulating coexistence in the educational context of the Autonomous Community of the Canary Islands).

WHEN THE REPORT IS MADE TO THE EDUCATIONAL INSPECTION SERVICE

In this case, the Educational Inspection Service must inform the school of the report filed and provide guidance on the next steps. The school can utilize its action protocol.

WHEN THE REPORT ORIGINATES FROM THE YOUTH PROSECUTOR'S OFFICE

When minors who are suspected perpetrators of abuse are older than 14 years and thus fall under the scope of the Youth Criminal Law (Organic Law 5/2000), the Prosecutor shall communicate the complaint to the School Director for appropriate actions, especially to prevent the situation from persisting during the judicial proceedings. The Prosecutor will inform the school of the open case and provide the victim's and alleged perpetrators' names.

When the minors are under 14 years old: The Prosecutor's Office will send a report of the actions taken to the school where the abuse is occurring. Within their authority, the school's administration will take appropriate measures to stop the abuse and protect the minor who is experiencing it.

Upon receiving a report of school bullying from the Prosecutor's Office, the School Administration Team must acknowledge receipt of the report to the Prosecutor's Office. This measure is intended to facilitate the flow of information between the relevant entities: the Prosecutor's Office and the school.

Once the report is known, the school can utilize its action protocol.

HANDLING OF INFORMATION

The Assessment Team will maintain a record of the actions taken, agreements made, and their respective dates (Annex VIII). All documentation generated during the protocol's implementation (meeting minutes, interviews, etc.) will be filed in the Guidance Department.

****ANNEX I****

****INITIAL INFORMATION GATHERING IN CASE OF SUSPECTED BULLYING****

Center: [Name of School].

Location.

Details of the alleged bullied student:

Name and surname:

Grade: Age:

Source of the report:

Family of the bullied student

Guidance counsellor

Teacher/faculty

Non-teaching staff

Classmates

Others

Brief description of the facts:

Actions taken by the informant (if applicable):

In [], on the [] of,

Signed:

(Recipient of the report, Management Team: Principal, Head of Studies, Secretary)

****ANNEX III****

****GUIDE FOR INTERVIEWING THE ALLEGED BULLIED STUDENT****

- Situations of mistreatment usually do not appear obvious to adults. The bullied student often does not recognize the situation, so it is advisable to let them know that this situation should not be hidden, make them feel safe, valued, and eliminate feelings of guilt.
- We must find out if there is really a situation of mistreatment, or if it is due to other situations.
- Value judgments should never be made.

Student's name:

Grade: Age:

1. Data collection.

- What has happened? (Description of the different situations)
- When and where did it happen?
- Who are the people doing it?
- Why do you think they are doing it?
- Has anyone witnessed this?
- Who knows about the situation? Whom have you told about these situations you are experiencing? Who could you tell?
- Is there anyone who protects you?
- Since when have these situations been occurring?
- How do you feel when this happens?
- What do you do when this happens?
- What would need to happen to resolve the problem?

2. Inform them of the measures being taken to try to reassure the alleged victim.

3. Conclude by asking them to summarize: "So, you say that..."

In La Laguna, on the ...the of,

Signed:

(Designated representative of the Assessment Team)

****ANNEX IV****

****GUIDE FOR INTERVIEWING NON-PARTICIPATING OBSERVERS****

- Observers of mistreatment situations often remain silent due to pressure from the aggressors or out of fear of becoming victims themselves.
- Passive bystanders in mistreatment situations suffer the consequences to the same extent. They must be aware of the need to break "the law of silence" to prevent mistreatment situations.
- Observers can help us determine if there is really a mistreatment situation or if it is due to other situations.
- It is advisable to use terms that students understand during the interview.
- Emphasize the confidentiality of the interview and guarantee anonymity.
- Value judgments should never be made.
- Conduct one-on-one interviews.

Student's name:

Grade: Age:

- How is it going for you at the school?
- How do you get along with your classmates? Do you have good friends at school?
- Do you consider bullying among classmates to be a problem in this school?
- What, in your opinion, are the most common forms of mistreatment among classmates? (insulting, name-calling, laughing at someone, ridiculing, causing physical harm, speaking ill of someone, threatening, blackmailing, forcing to do things, isolating, rejecting)
- Have you witnessed mistreatment situations involving a classmate? (Sometimes, frequently, almost every day)
- What type of mistreatment was it? (insulting, name-calling, laughing at someone, ridiculing, causing physical harm, speaking ill of someone, threatening, blackmailing, forcing to do things, isolating, rejecting)
- How often do you think these forms of mistreatment occur?
- Where do these situations usually occur? (In class without a teacher, with a teacher, in the hallways, in the bathrooms, on the playground, in the locker rooms, at dismissal, in transport, on the street, by email, through mobile messages, through messenger)
- Why do you think some kids mistreat others? (To annoy, because they are stronger, to play pranks, because they deserve it)
- How do you feel about these actions by some classmates?
- How do you think those who carry out the mistreatment feel? How do you think the person receiving the mistreatment feels?
- What did you do when these events occurred?

- Whom have you told about this situation? (no one, classmates, the teacher, teachers, my parents, the counsellor, the school administration) Who could you tell?
- What would need to happen to resolve this problem?
- What would you be willing to do to resolve this situation?

In La Laguna, on the ...the of,

Signed:

(Designated representative of the Assessment Team)

****ANNEX V a****

****GUIDE FOR INTERVIEWING THE FAMILY OF THE ALLEGED BULLIED STUDENT****

In interviews with families, it is necessary to consider that:

- It is important to make parents or guardians aware of the concern and interest of all the teaching staff so that students can come to school safely and in an atmosphere of serene and calm social relationships.
- Some parents may think that bullying among peers is part of natural development and has always happened. In these cases, it is important to act firmly if they try to downplay the situation.
- We are not looking for culprits; we are only trying to improve relationships among everyone.
- Some families may feel guilty when they discover that their child is being bullied.
- Some parents may get angry with the school, believing that not enough measures are being provided for their child.
- The school should create an atmosphere of trust and work together with the family to address the conflict and find appropriate answers to help restore satisfactory relationships.
- The seriousness of a conflict where someone is clearly harmed should never be underestimated, but it should not be exaggerated to create greater confrontations.
- Work with the utmost confidentiality.
- Value judgments should never be made.

They attend as: FATHER – MOTHER – LEGAL GUARDIAN

Name and surname:

Name and surname:

Student's name: Grade: Age:

1. In order to reassure the family of the alleged bullied student, it is advisable to follow these steps:

1.1. Inform them of the facts being investigated.

1.2. Inform them of the immediate actions taken by the school.

1.3. Inform them of the measures being implemented at the school to change the situation.

2. Gathering information related to the reported facts.

What knowledge did you have of the facts? What information does the family provide? How did the student respond to the various situations? How is what happened affecting their child? Which classmates may have been involved? What measures have been taken by the family?

3. Gather information about family dynamics and relationships in order to delve into behaviour at home, relationships with different family members, social relationships, leisure activities, and possible changes in behaviour.

4. Inform the family about how they can collaborate.

In La Laguna, on the ...the of,

Signed:

(Designated representative of the Assessment Team)

ANNEX VI

GUIDE FOR THE INTERVIEW WITH THE ALLEGED STUDENT PERPETRATOR

- The advisability of conducting a direct interview with the aggressor should be analysed, and in that case, collect information on the aspects outlined in this Annex, avoiding direct questions.
- Confidentiality must exist regarding the sources of information that have produced the interview, especially if the source is the victim.
- Since aggressors often deny the accusation attributed to them, it will not be enough to simply ask them, but we must investigate through other means to clarify the facts.
- Nevertheless, we must talk to them, show our willingness to help them in every ethically possible way, and indicate that, if guilty, they must take responsibility.
- A general characteristic of aggressors is their inability to put themselves in the other person's place; they do not believe that their actions can harm the other person.
- We must find out if the situation of abuse is really occurring, or if it is due to other circumstances.

- It is advisable to use terms in the interview that students can understand.
- Value judgments will never be made.

Student's name:

Grade: Age:

1. Gathering of information.

- How is it going for you at school? How do you get along with your classmates?
- Do you consider that peer aggressions are a problem at this school?
- In your opinion, what are the most common forms of mistreatment among peers? (insulting, name-calling, making fun of someone, ridiculing, causing physical harm, speaking ill of someone, threatening, blackmailing, forcing to do things, isolating, rejecting)
- How often do these forms of mistreatment occur?
- Why do you think some boys mistreat others?
- I have been told that there was an incident with..... the other day. What happened?
Where did it happen? (Try to get a description).
- Why do you think it happened?
- How do you feel in that situation?
- How do you think (the alleged victim) feels...?
- What would have to happen to resolve the problem?
- What are you willing to do to help the person who is suffering from this problem? What do you commit to?

2. Informing about the measures that may be applied.

3. Concluding, asking again to summarize: So, you say that...?

In La Laguna, on the ...the of of

Signed:

(Designated representative of the Assessment Team)

ANNEX VII

REPORT ON THE PRESUMED BULLYING SITUATION.

School year:

Origin of the request:

Assessment Team:

Level:

BRIEF DESCRIPTION OF THE FACTS

CONCLUSIONS

AGREEMENTS

In La Laguna, on of of

Signed:

ANNEX VIII

RECORD OF ACTIONS

ACTION DATE OBSERVATIONS

RECEIPT OF THE REQUEST

ESTABLISHMENT OF THE ASSESSMENT TEAM

GATHERING INFORMATION

Observation

Interviews with students

Interview with alleged perpetrators

Interview with alleged victims

Interviews with families

ESTABLISHMENT OF IMMEDIATE PREVENTIVE MEASURES

ANALYSIS AND ASSESSMENT OF INFORMATION

ISSUANCE OF THE REPORT

COMMUNICATION TO FAMILIES

DEVELOPMENT OF THE ACTION PLAN

INTERVENTION

FOLLOW-UP

COMPLETION AND CLOSURE OF THE PROTOCOL

REFERRAL TO THE COEXISTENCE PLAN OR OTHER INSTITUTIONS

ANNEX IX

ACTION PLAN: EDUCATIONAL MEASURES

1. EDUCATIONAL ACTION (To be designed by the team)

1.1 WITH THE PRESUMED VICTIM

Specify:

Aspects to work on:

Specific actions:

(In each of them, detail description, responsible, date, those involved, evaluation of the action...)

Guidelines: See the corresponding section of the Action Protocol.

It is important to be cautious in the implementation of measures and in carrying out some actions to avoid stigmatizing the victim or exposing them to risky situations. Avoid discussing the bullying situation in the classroom publicly, as it can make the victim feel targeted and experience shame or humiliation.

1.2 WITH THE PRESUMED AGGRESSORS

Specify:

a) Aspects to work on:

b) Specific actions:

(In each of them, detail description, responsible, date, those involved, evaluation of the action...)

c) Possible sanctions:

Guidelines: See the corresponding section of the Action Protocol.

1.3 WITH THE OBSERVING STUDENTS

Specify:

a) Aspects to work on:

b) Specific actions:

(In each of them, detail description, responsible, date, those involved, evaluation of the action...)

Guidelines: See the corresponding section of the Action Protocol.

1.4 ACTIONS WITH THE REST OF THE GROUP / SCHOOL

Indicate:

a) Description of actions (indicate expected implementation dates and subsequent evaluation).

b) Tutorial action plan: specify objectives, activities, evaluation.

c) General educational or preventive measures.

– During the crisis period, if working as a group, take special care not to directly link the activity to the situation being experienced (it may be humiliating for the accused while increasing the charisma and sense of power of the aggressor). Do not personalize. Prudence is necessary. Consider how actions may be interpreted and try to anticipate the consequences of each action. Analyse each step taken.

1.5 ACTIONS WITH FAMILIES

Indicate:

Meetings (date, responsible, attendees, objectives...)

Other actions:

Other guidelines:

- Plan carefully and specify objectives for each meeting.
- Work with families separately. Only at the end of the process or for very well-founded reasons should both be worked with at the same time. Avoid confrontations.
- Emphasize that the goal is not only to resolve the conflict situation but also for the students to learn from the experience: attitude change, social skills, etc.
- Be understanding with families. Do not blame. Suggest changes or make proposals with subtlety and respect.
- Reduce the number of interlocutors in the interviews: do not duplicate, give a serious and reassuring image to families.
- Document all meetings (Indicate conclusions, proposals...).
- Inform families about their child's situation; never provide information about another student.

1.6 ACTIONS WITH THE TEACHING TEAM

Indicate:

2. EVALUATION AND FOLLOW-UP CRITERIA FOR THE INTERVENTION

Specify:

Some guidelines:

a) The process will be considered complete when the circumstances guarantee a change in attitude and well-being for both the victim and the perpetrator.

b) Specify evaluation criteria and indicators that this objective has been met:

(Examples: Sincere apologies in writing, joint work between the former aggressor and the former victim, no repetition of such situations for a certain period, etc.).

c) It is advisable to establish a period of discreet preventive monitoring.

d) Plan how the follow-up will be conducted. Specify the procedure, dates, and responsible parties.

3. END OF THE PROCESS: CONCLUSIONS

Guidelines:

– Summarize the process from when the problem was detected until its completion, the time it was managed and resolved, the degree of success of the planned actions, conclusions, and possible review of the Action Plan, the need for organizational or other changes in the school...

– Review date.



chb

Colegio Hispano Británico

Líder mundial en enseñanzas británicas

School Rules Policy

Policy Creation and Review	
Author(s)	SMT
Last Review Date	August 2023 SMT
Next Review Date	August 2024

COLEGIO HISPANO BRITÁNICO SCHOOL RULES

- 1) Students should treat all staff and their peers with respect at all times. Physical or verbal violence or bullying of any form will not be tolerated.
- 2) Students are to stay within the school boundaries at all times.
- 3) Clothing can be casual and comfortable but students must look presentable. No tops with offensive slogans are allowed. Boys are not to wear singlet t-shirts. Girls should not bare any midriff or wear vest tops with straps less than 2 fingers in width or off the shoulder tops. Shorts and skirts should be at least the length of closed fist, with hands by side. Angie, Mark, and Katie primarily assess if a student is inappropriately dressed but any member of staff can bring to their attention the dress of a student which they feel is inappropriate. Students who repeatedly dress inappropriately will be sanctioned using the Discipline Structure.
- 4) Students must arrive at school and to lessons punctually, fully equipped with relevant books, pens, pencils etc.
- 5) Lateness is after the 9.25 am bell or after 8.45 am if their lesson starts at that time.
- 6) Students should enter classes quietly and prepare for the lesson as quickly as possible, with bags on the floor under the desk or on the hangers provided.
- 7) Students should remain seated throughout the lesson and speak quietly to other students only when necessary.
- 8) Students must raise their hand if they wish to speak to the teacher and listen to the teacher at all times, without interruption.
- 9) Students should speak English **at all times**, except in language classes e.g. Spanish, German, Chinese etc.
- 10) Students should inform the teacher when class work is completed so further instructions can be given.
- 11) Students must leave the classroom neat and tidy and place all rubbish in the bins provided.
- 12) Students must complete all homework or teacher tasks set.
- 13) Students should listen to other pupils during discussions and respect their nationality, religion, opinions and beliefs.
- 14) Students must treat school property with respect. Vandalism will be punished and a bill sent to parents for repairs or replacements.
- 15) Students should not eat in classrooms. Food and drink must be consumed in the Marquee, in the Middle covered patio or in the Dining Room. Bottled water is allowed at breaks.
- 16) Lunch is to be eaten between 1.10 and 1.30pm in designated areas. No access will be permitted to playing areas until 1.30. Throwing away food or drink without good reason is not allowed.
- 17) CHEWING GUM IS STRICTLY PROHIBITED ANYWHERE ON THE SCHOOL PREMISES.
- 18) Ball games are to be played in permitted areas only.
- 19) Mobile phones must be handed into the school office on arrival and phones must not be used until they are off the school premises. Any phones being used in school will be confiscated.
- 20) Subject specialist rooms such as Art, IT and Science have additional safety rules that need to be followed.
- 21) Smoking, vaping or using any kind of controlled substance is strictly prohibited in the school premises.

The school also expects that all students:

- Co-operate with the school efforts to protect their health, safety and welfare.
- Take reasonable care of their own safety and not place others at risk by their actions.
- Do not engage in reckless or careless behaviour that might compromise the schools preventative and protective measures (such as letting off fire extinguishers without good cause, or maliciously setting off fire extinguishers).
- Do not intentionally damage or misuse equipment and report defects or unsafe situations to the staff or management of the school.
- Adhere to the fire and other emergency procedures and follow any safety instruction given to them by members of staff.
- Report any accident that has occurred within the school grounds.

ATTENDANCE POLICY

Regular attendance is a prerequisite of student achievement. Absence, whether long term, frequent or occasional, leads to missed experiences, causes fractured social relationships, which all encourage an increased pattern of non-attendance.

Fostering good attendance is the shared responsibility of the student, parent and the school. Parents are reminded that although we are an independent school, it is a requirement under Spanish and Canarian Law that children attend school every school day. Parents should contact the school on the first day of absence before 9.20am. and keep the school

updated thereafter.

