



INTERNATIONAL SCHOOL COSTA ADEJE



COEXISTENCE PLAN

The Educational Project of the school must include the Co-existence Plan, with the following sections:

1. INTRODUCTION
2. PRINCIPLES AND GOALS
3. DIAGNOSIS OF CO-EXISTENCE AT THE SCHOOL
4. ELECTRONIC DEVICES
5. GENERAL OBJECTIVES: PRIORITISATION AND PLANNING
6. CO-EXISTENCE RULES AND THEIR MANAGEMENT
7. STRATEGIES TO ENCOURAGE CO-EXISTENCE
8. BEHAVIOUR THAT IS CONTRARY TO THE CO-EXISTENCE RULES
9. ACTION PROTOCOL FOR POSSIBLE SCHOOL BULLYING
10. THE HEALTHCARE OF PUPILS
11. ACTIVATION AND DISSEMINATION OF THE PLAN
12. EVALUATION OF THE PLAN
13. TRAINING PLAN
14. PLAN TO CONTROL SCHOOL ABSENTEEISM
15. CRITERIA FOR THE GRANTING OF HONOURS IN FINAL OBLIGATORY SECONDARY YEAR (4º ESO) AND FINAL POST-OBLIGATORY SECONDARY YEAR (2º BACHILLERATO)

Relationship of the co-existence plan with other institutional documents

The Organization and Operating rules must include the Co-existence Plan.

Official Bulletin of the Canary Islands No. 108 Thursday 2 June 2011-3000

DECREE 114/2011, of 11 May, regulating co-existence in the education sector of the Autonomous Community of the Canary Islands.

Decree 174/2018, of 3 December, on the approval of the Regulation which regulates the prevention, intervention and monitoring of school absenteeism and early school leaving within the Autonomous Community of the Canary Islands.

1. INTRODUCTION

The co-existence plan is a document that establishes the exercise and respect of all the rights and obligations of the members of the educational community and the relationships between teachers, pupils, families and non-teaching staff.

Pupils have the right to:

- a) The comprehensive education that contributes to the full development of their personality.
- b) Respect.
- c) Objective assessment of learning.
- d) Participate in the life of the school.
- e) Express disagreement.
- f) For younger pupils, immediate assistance.
- g) Equal opportunities
- h) Social protection

Pupils are obliged to:

- a) Study and attend class
- b) Respect teachers and the educational community.
- c) Respect the rules of coexistence.
- d) Collaborate with the school in order for it to obtain information.

Families have the right to:

- a) Collaborate in educational processes.
- b) Be heard in decisions that affect their children.

Families are obliged to:

- a) Commitment.
- b) Find out about and participate in the academic development of their children.
- c) Respect the rules of the school.
- d) Parents are obliged to pay the monthly school fees of their children (teaching, canteen, transport...)
- e) The non-payment of school fees will result in the suspension of school enrolment.

Teachers have the right to:

- a) Personal respect
- b) The right to autonomy.
- c) Ongoing training

Teachers are obliged to:

- a) Comply with the rules of the school.
- b) Contribute to improving school coexistence.
- c) Collaborate and inform families.
- d) Train.
- e) Know the equality plan of the company.
- f) Know the contingency and scholar-year plan of the school.
- g) Professional secrecy.
- h) Teachers are not obliged to administer medication.

Administration and service staff have the right to:

- a) Respect.

Administration and service staff are obliged to:

- a) Collaborate and communicate.
- b) Comply with data protection legislation
- c) Know the equality plan of the company.
- d) Know the contingency and the start of the school year.
- e) Safekeeping and secrecy.

2. PRINCIPLES AND GOALS

The school incorporates measures that encourage education for coexistence, that reinforce the authority and responsibility of teaching and non-teaching staff and speed up the exercise of rights and the fulfilment of obligations by the educational community with the collaboration of the family.

The aim is to maintain a suitable school climate in order to facilitate the education of pupils with respect to human rights and the exercise of democracy.

It must encourage the values of responsibility, tolerance and equality, and be the basis for co-existence and respecting different genders and interculturality.

The procedures must work towards preventing and peacefully resolving conflicts and achieving conciliation, redress and assuming educational commitments for coexistence. It is a plan for the improvement of the school.

The school establishes its own procedures for conflict resolution that will be governed by the principles of opportunity, minimal intervention, grading and proportionality.

The aim of the corrective measures will be primarily educational and should contribute to the development of basic skills.

All members of the educational community will be responsible for the implementation and evaluation of the plan.

3. DIAGNOSIS OF CO-EXISTENCE AT THE SCHOOL

The Costa Adeje International School is a fully private school that offers:

- First and Second Cycle of Pre-School Education
- Primary Education
- Secondary Education
- Post-Obligatory Secondary Education

It is located in the south of the island of Tenerife, in Adeje, an (mainly) tourist municipality.

The centre has approximately 850 pupils of around 50 different nationalities grouped into classes of between 25-29 pupils. It welcomes all types of pupils, but middle-class and upper-middle-class pupils predominate. Parents have a medium-high cultural level.

The classrooms are equipped with the latest technology: digital whiteboards, internet...

Around 95 people, between teaching and non-teaching staff, are responsible for the running of the school.

Conflicts that may arise at our school relate to:

- The teacher: disruptive behaviour, tardiness, lack of respect and discipline.
- Pupils: lack of respect for fellow pupils or their belongings, isolation, mocking...

- The school: deterioration of facilities, furniture, materials...
- Parents: failure to comply with the rules of the school.

With regard to the latter point relating to conflicts that may arise with parents and special situations that may arise in each of the families that comprise CICA, we wish to remind you that the School has a "Specific procedure for pupils whose parents are separated or divorced", which you consult and/or request a copy at the secretary's office.

The document mentioned above offers detailed information about the process that should be followed in these cases by both the School and parents, from the admission and enrolment process of the pupil to the relationship of the parents with their children during and at the end of the school day.

4. ELECTRONIC DEVICES

Within the school premises, pupils are strictly forbidden to use or display any electronic device that is used to communicate, transmit or receive information, record images or audio, etc. Nevertheless, pupils can use the Chromebooks during the school day, and the use of them should comply with the internal rules that the school has issued in this regard. Likewise, Bacculaureate pupils can use their mobile telephones under the supervision of teachers or any member of the Administration. Even so, if these students were to misuse the electronic devices, they would be removed and placed in their classroom safe.

Pupils from the 1st to 4th year of compulsory secondary education have to hand in their mobile phones to be kept in the safety box in their classroom during the school day. The school is not responsible for the loss or damage of pupils' electronic devices that are not kept in the safe deposit box, nor is it responsible for the intentional misuse of these devices during the school day.

In accordance with the School's internal policy, under no circumstances should pupils publish photographs, audio, or videos (and in general any audio-visual content) that have been obtained at the School without the express permission of the teacher in charge and without the express consent of those who feature in the image or audio-visual file.

The School provides families and pupils with its telephone numbers for any urgent communication that needs to be carried out during school hours.

5. OBJECTIVES

1. Provide resources in relation to the culture of coexistence, conflict resolution, the prevention of violence and the improvement of co-existence in the school.
2. Define and disseminate the co-existence model that the school aims to establish with the participation of the entire educational community.
3. Encourage pupils to learn and practise the values and attitudes that they are expected to attain throughout their schooling.
4. Encourage the integration of all the pupils.
5. Work on positive and peaceful coexistence.
6. Boost the effectiveness of interventions in co-existence problems and the peaceful resolution of conflicts.
7. Develop actions that facilitate improved relationships between members of the educational community, encouraging activities, space, times...
8. Prevent violent attitudes, especially bullying, gender-based violence, xenophobia...
9. Look after the school's facilities and materials, so that pupils value it as their own and a welcoming place.
10. To promote among all the students and staff those attitudes that favour the care of personal health and that of others.

6. CO-EXISTENCE RULES AND THEIR MANAGEMENT

- a) Be punctual.
- b) Come to school in the correct uniform. Pupils who do not come to school in the correct uniform will be unable to enter the class. and their parents will be called.
- c) The clothing of Bacculaureate pupils must be suitable for a school activity. It is not permitted to wear excessively short skirts or shorts or have plunging necklines.
- d) It is not permitted to combine items of the official uniform with sports clothing. The shoes of the official uniform should be navy blue or black and the trainers should be white. Sports clothing is only obligatory for physical education days.
- e) Come to school with the Chromebook in optimal usage condition and with the battery fully charged.
- f) Unless expressly authorised by the teacher, pupils are not permitted to use or display mobile telephones or any other electronic devices inside the school premises, except for Chromebooks and in the case of pupils of Post-Obligatory Secondary Education, mobile phones.
- g) Maintain personal hygiene.

- h) Show good manners at all times.
- i) Take responsibility for the material and keep it organized.
- j) Respect everyone, in particular parents, school staff and peers, any type of physical or verbal aggression is forbidden.
- k) Correctly use the school facilities and equipment.
- l) Participate in the activities organised by the school.
- m) Pay attention to classes and carry out the set work and tasks.
- n) Pupils who have optional subjects and need to change classrooms should do so promptly and in an orderly and silent manner.
- o) Work in silence and speak in a moderate tone when circumstances require.
- p) Respect turns to speak.
- q) Use the correct language.
- r) Line up properly.
- s) Use bins.
- t) Play on the playgrounds in a non-violent manner.
- u) Keep toilets clean.
- v) Young pupils should respect older pupils and not provoke them, and older pupils should look after younger pupils.
- w) In the canteen, sit down correctly, use cutlery correctly, chew with your mouth closed, drink without having food in your mouth, use the napkin and speak quietly...
- x) Follow the school rules in relation to healthy breakfasts.
- y) In compliance with safety and hygiene measures, home-prepared lunches should not require storage or the use of cutlery. Failure to comply with this will result in a call to the family for the first time it occurs, and if the situation persists, the lunch box will be removed. If this were to happen at lunchtime, the pupil would be taken to the canteen to have lunch. If this happens during the morning break, breakfast will be provided in the Rest Area. These services will be charged directly to the account.
- z) The school's secretary office is not able to collect pupils' lunch boxes; pupils should take the boxes with them. If a pupil does not have food at lunchtime, they will be accompanied to the canteen in order to have lunch.
- aa) In the Rest Area it is only permitted to consume items purchased on these premises.
- ab) Respect the driver, the supervisor and fellow students on the transport service.
- ac) Behave properly during extracurricular activities.
- ad) The consumption of sweets and chewing gum is not allowed.
- ae) It is strictly forbidden to smoke on the school premises, and consume alcohol; likewise, the possession or use of drugs of any kind is prohibited.
- af) It is forbidden to take photographs and make video and audio records on all the school premises and at any time unless expressly authorized by the guardian or member of management.
- ag) Pupils who have been admitted to the school, agreeing and signing, with the knowledge of their parents, commitments for good behaviour and proper performance may be expelled if the teaching staff consider that they are not complying with these conditions.
- ah) Pupils up to and including the 2nd year of Compulsory Secondary Education can leave school only at lunchtime (1.30 p.m. – 2.20 p.m.) with authorisation and accompanied by an adult. During the break from 11:30 to 11:50 students from 3rd year of Compulsory Secondary Education to the 2nd year of Post-Obligatory Secondary Education will not be allowed to leave the school.
- ai) A correct use should be made of the sanitiser gel installed on the classroom doors.
- aj) Families are not allowed access to the school centre unless they have an appointment with the teaching staff or the management team.

Failure to comply with these rules by the pupil will be recorded by the teacher, tutor, coordinator or Management, according to the importance of the matter, in accordance with what is established in the following paragraphs.

In turn, teachers must respect the school rules, disseminate them and set an example by practising them, in the event of non-compliance they can be cautioned or punished if the breach is repeated.

The administration undertakes to respect and ensure compliance with the Co-existence Rules.

Parents must respect the rules of the school.

7. STRATEGIES TO ENCOURAGE THE COEXISTENCE

- a) To encourage the knowledge and integration of all pupils in the classroom, playgrounds, canteens, and on excursions...
- b) To educate to instil respect for human rights, tolerance, solidarity, cooperation, responsibility...
- c) To nurture self-esteem, recognise strengths and acquire skills in order to overcome weaknesses.
- d) To carry out team projects, bringing together ideas, activities, criticisms...Pupils need to learn that there are many ways to see things, but that some are better than others.
- e) To educate values, feelings and attitudes, educate for peace, cultural coexistence, to respect the environment...
- f) To instil good manners.
- g) To teach to detect and combat problems that lead to violence and sexist, racist or xenophobic situations, intimidation and harassment.
- h) To consider that conflicts are inherent to human beings and their social life and that it is necessary to learn how to manage them.
- i) To develop non-violent alternatives for resolving conflicts through communication, negotiation, reason, and persuasion.
- j) To teach pupils to report and condemn violence.

8. BEHAVIOUR THAT IS CONTRARY TO THE CO-EXISTENCE RULES

The failure of pupils to comply with the coexistence, organization and operating rules of the School can be classified as behaviour contrary to co-existence and this will result in the application of the preventive or corrective measures outlined in this document, in accordance with the provisions of Decree 114/2011, of 11 May, regulating co-existence in the education sector of the Autonomous Community of the Canary Islands ("Decree 114/2011") or in the legislation in force at any given time.

Likewise, and regardless of what is outlined below, the School reserves the right to adopt the corrective measures that it deems appropriate at any time, including the expulsion of the offending pupil from the School when this is required due to the seriousness of the behaviour.

If the School Management learns of any event that could constitute a criminal offence, it will automatically inform the Public Prosecution Service.

8.1 Criteria for corrective measures.

The measures that are specifically applied for the breach of co-existence rules will be aimed at improving the relationships of all the members of the educational community, contributing to the improvement of the educational process of pupils and the normal running of classrooms and the school.

Specifically, to apply corrective measures, it will be necessary to take the following general criteria into consideration:

- a) All behaviour that constitutes a breach of the obligations of pupils must be corrected as quickly as possible with educational measures proportional to the nature of the acts contrary to the co-existence rules.
- b) Breaches of the co-existence rules will be evaluated considering the situation and personal circumstances of pupils.
- c) Measures applied due to the breach of co-existence rules will be of an educational and redressive nature without undermining the rights of pupils.
- d) The adoption and application of corrective measures will be carried out by taking into account the age of the pupil, as well as other personal, family and social circumstances.

8.2 Scope of application.

Acts contrary to the co-existence rules that are carried out by pupils within the school premises or during supplementary or extracurricular activities and additional educational services will be corrected. Likewise, it is possible to correct acts by pupils that, while performed outside the school, have an impact on school life or affect the other pupils or other members of the educational community.

8.3. Grading of applicable measures.

Applicable measures will be graded taking into account the attenuating and aggravating circumstances present in the breach of the co-existence rules.

To that end, the following will be considered attenuating circumstances:

- a) Spontaneous acknowledgement of inappropriate behaviour.
- b) Spontaneous redress of damage.
- c) Lack of intent.
- d) Collaboration to peacefully resolve the conflict.

On the other hand, the following will be considered aggravating circumstances:

- a) Premeditation and repeat behaviour.
- b) Inciting the commission of any act that is contrary to the co-existence rules, whether acting collectively or individually.
- c) Encouraging harm, insulting or offending of younger pupils or those who have recently joined the school, as well as any pupils who are vulnerable.
- d) Ill-treatment or discrimination on the basis of birth, race, gender, economic status, sexual orientation and identity, social status, physical or psychological disabilities, etc.
- e) The misuse of audio-visual media, as well as the dissemination via social networks or other media of what was obtained via that misuse.
- f) Inappropriate use of sanitiser gel dispensers.

8.4 Classification of behaviour that is contrary to the co-existence rules and application of corrective measures.

Behaviour that is contrary to co-existence is classified as minor, serious and very serious. The classification of it, as well as the corresponding corrective measures, will be carried out in accordance with the provisions of this document and applicable legislation.

8.4.1 Behaviour of minor nature that is contrary to the coexistence.

A minor offence is any behaviour contrary to co-existence rules that, due to its minor nature or lack of insignificance, is not considered serious or very serious in accordance with what is established in this document.

By way of example, and without prejudice to any others that could be classified as minor, the following are considered to be minor offences:

- a) Unjustified infringement relating to punctuality or attendance of scheduled activities.
- b) Inconsiderate attitudes, gestures or words towards members of the educational community.
- c) Isolated disruptive behaviour, provided that it is not repeated (interrupting class, inappropriate use of uniform, not bringing the Chromebooks that the pupils acquire as a learning tool to school, improper use of electronic devices, etc.).

Minor offences will be corrected by the teachers at the School by one or more of the following measures or any others outlined in Decree 114/2011 or the legislation in force at any given time:

- a) Apologise to the parties concerned and redress the damage caused to the extent possible.
- b) Reflection in a place isolated from the classroom about the specific inappropriate behaviour and its consequences.
- c) Recognition of the inappropriate nature of the behaviour before the people who were affected.
- d) Carrying out tasks or activities of academic nature outside of school hours.
- e) Verbal or written warning.
- f) Appearing before the Tutor or the Director of Studies of the School.
- g) Loss of break time for a period of 1 day.
- h) Removal of the mobile phone or electronic gadget or device used, in accordance with the provisions of section 4 of this Co-existence Plan. If a mobile phone is removed, it will be kept in the safety box in your classroom.
- i) Ban on entering the classroom in the cases of the inappropriate use of uniform.

8.4.2 Behaviour of serious nature contrary to coexistence.

A serious offence is classified as any behaviour contrary to the co-existence rules that can be classed as such due to its scope or importance.

By way of example, and without prejudice to any others that could be classified as serious, the following are considered to be serious offences:

- a) Disobeying members of the management team or teachers, as well as other staff at the school in the exercise of their duties when this is accompanied by insulting, scornful, defiant or challenging attitudes or expressions.
- b) Insults or threats against pupils or against other members of the educational community, as well as discrimination on the basis of gender, age, beliefs, etc. that are not considered very serious behaviour, in accordance with the provisions of this document.
- c) The repeated and continued lack of respect for the right to study of fellow pupils.
- d) The unauthorized recording, publicity or dissemination of images of members of the educational community when this infringes on their right to privacy and does not constitute very serious behaviour. In general, using electronic devices on school premises without proper authorisation.
- e) Leaving the School premises without authorization.
- f) Non-compliance with the corrective measure imposed by the committee for behaviour of minor nature contrary to co-existence rules.
- g) The recurrence of three or more minor offences during the same term.

- h) Unintentionally committing acts that cause damage to facilities or property belonging to the school, its staff, other pupils or third parties, either individually or as part of a group.
Any isolated behaviour that is inconsistent with covid-derived health standards, such as inappropriate use of hand sanitiser dispensers.
- i) Any other equally serious behaviour that alters the normal course of school activity, but which does not constitute very serious behaviour, in accordance with the provisions of this document.

The serious offences will be corrected by the Coordination and Management of the School with one or more of the following measures or any others outlined in Decree 114/2011 or the legislation in force at any given time:

- a) Putting the pupil in a different group or class for a period deemed appropriate, which can be, when applicable, definitive.
- b) Suspension of the right to remain in the classroom for the time deemed appropriate. This time cannot surpass the class session.
- c) Suspension of the right to attend classes for one or several subjects for a maximum period of three school days.
- d) Suspension of the right to attend school for a maximum period of three school days.
- e) Suspension of the right to participate in extracurricular and supplementary activities.
- f) Suspension of the right to use the canteen or transport service for a maximum period of three school days when the behaviour took place during the use of those services.
- g) The performance of a service to the educational community during or outside school hours.
- h) The order to stay away from the victim of their bullying during the period deemed appropriate.
- i) Cover the costs to repair damage to school facilities or property belonging to anyone from the school environment.

8.4.3 Behaviour of very serious nature contrary to co-existence.

The behaviour contrary to the co-existence rules that are outlined below is classified as a very serious breach:

- a) Explicit acts of indiscipline or insubordination, including a refusal to fulfil the corrective measures imposed, before the governing bodies of the school or the teachers in the exercise of their power.
- b) Expressions that are considered seriously offensive against members of the educational community, verbally, in writing, or via computer, audio-visual or telephone means.
- c) Harassment and humiliation of any member of the educational community that involves gender, sexual, racial or xenophobic implication, or that is carried out against the most vulnerable pupils due to their personal, social or educational circumstances.
- d) School bullying.
- e) Physical aggression against any member of the educational community or the instigation of such actions.
- f) The incitement of actions that are very harmful to the health and personal safety of the members of the educational community of the school such as, among others, the consumption of drugs and alcoholic beverages, as well as the use, possession and trade of such substances.
- g) Provoke or get involved in altercations or aggressive and violent behaviour that entails a serious risk of causing injury.
- h) Intentionally committing acts that cause damage to facilities or property belonging to the school, its staff, other pupils or third parties, either individually or as part of a group.
- i) This disturbance of order anywhere in the school, on school transport or when taking part in activities outside of the school that creates situations of risk for any member of the educational community.
- j) The unauthorized recording, publicity or dissemination of images of members of the educational community, in the case of aggression or inappropriate behaviour.
- k) The concealment or falsification of school or health information.
- l) The impersonation and signing of official acts and documents in school life.
- m) Damaging, changing or modifying a school document or record, in written or electronic format, as well as concealing or removing academic documents without permission.
- n) Leaving the School premises without authorization by climbing over walls, railings, etc.
- o) Any behaviour contrary to COVID health standards and carried out repeatedly: inappropriate use of hand sanitiser dispensers.
- p) The recurrence of two or more serious offences during the same term.
- q) Any other behaviour that constitutes a treacherous breach of the obligations when it manifestly infringes on the right to health, physical integrity, freedom of expression, participation, assembly, non-discrimination, honour, privacy and the image of the other members of the educational community or other people.

Very serious offences will be corrected by the school principal or by its Administrative Body via the application of one or more of the following measures:

- a) Cover the costs to repair damage to school facilities or property belonging to anyone from the school environment.
- b) Suspension of the right to attend school for a minimum period of four school days.
- c) Suspension of the right to participate in extracurricular or supplementary activities outside of school, or the right to use the school transport or canteen service, during a period that can last until the end of the academic year.
- d) Disqualification from undertaking studies at the school where the very serious offence was carried out for the remaining period until the end of the school year.
- e) Definitive disqualification from undertaking studies at the school where the very serious offence was carried out. In this case, the Management Team of the school can agree to the readmission of the pupil for the following year, upon request and having verified a positive change in their attitude.

8.5. General regime for the application of measures.

All the measures relating to serious and very serious offences will be communicated to the families of pupils if the pupil is a minor before they are applied. In the case of measures applicable for minor offences, it will be possible to inform them afterwards.

9. ACTION PROTOCOL FOR POSSIBLE SCHOOL BULLYING

A situation of conflict should be understood as any improper behaviour by pupils on the school premises or outside of them that has an impact on the school.

The protocols are the agreed guidelines that inform teachers, pupils and parents of the steps that they should follow if a situation of conflict, unifying criteria and preventing improvisation is detected.

- a) Conflicts created by pupils will be handled, in the first instance, by the Teacher involved, who will always listen to the pupil; and, secondly, by the Tutor who will evaluate the evidence and take the relevant decisions. If other teachers are involved, it is necessary to request and compare their information in order to determine what happened; and, thirdly, the Coordination will intervene; lastly, the Management will get involved. In very serious matters, the Administrative Board will intervene.
- b) When information is received or the possibility that a school bullying situation is taking place is detected, the action protocol defined by the Department of Education will begin, which entails the following phases:

Phase 1: Detection and response.

- Interview the person that requests help.
- Interview with the alleged victim.

Phase 2: Analysis of the current situation.

- Meeting of the Co-existence Management Team (Management, Counsellor and Teacher/Tutor)
- Pre-diagnosis and protection of the victim.

Phase 3: Intervention: diagnosis and containment of bullying.

- Learning session with an observer group of pupils. If the bullying is confirmed the protocol will be continued.
- Learning session with each pupil that has carried out bullying.
- Interview each family of the pupils who has carried out bullying.
- Feed-back interview with the family of the victim.

Phase 4: Decision-making.

- Analysis of the resulting situation.
 - Positive closure: Accompaniment/Monitoring/Educational commitment.
 - Negative closure: Report to the Department of Education and disciplinary measures.

10. THE HEALTHCARE OF PUPILS

The instructions of the Official Bulletin of the Canary Islands, 16 October 2013, article 64 are followed.

This is summarised as follows:

- The first obligation is incumbent on the family of the pupil, which must inform the educational institution of the existence of the illnesses suffered by the pupil along with the relevant doctor's report.
- In the case of a pupil suffering an accident or feeling unwell during school activities, the family will be informed immediately, if healthcare is required and the family cannot take charge of it, a call will be made to 112 in order to carry out the transfer or to teachers who can freely decide to do so, especially in the event of an immediate risk or severe danger.
- In the event of administering medication, family members will be responsible for its administration, and to do so they will be provided with access to the school. The teacher, voluntarily, can administer medication orally, following the presentation of a prescription or a medical report that specifies the need to administer the drug, its dose and frequency.

The school has a Nursing Service from 10:30 to 14:30. Its functions are as follows:

- To treat minor cuts and bruises.
- Detection of parasitic diseases.
- Supervision of the diets of pupils with food intolerances and allergies.
- Monitor serious chronic illnesses.
- Administration of emergency medication.
- Application of Automated External Defibrillator (AED) in emergencies.
- Look after sick pupils until their parents come to collect them.
- Control childhood obesity.
- Information talks on health issues.

11. ACTIVATION AND DISSEMINATION OF THE PLAN

Once the Plan has been approved, the entire Educational Community must be made aware of it and assume it.

The management will be responsible for activating and disseminating the Plan, through several channels: cycles for teachers, tutorials for pupils, a website for parents...

The tutorial action will adapt to and support the Co-existence plan.

At our school, the Co-existence committee will be comprised of the corresponding tutors, the Coordination and Management of the School and it will always be possible to request the participation of the teacher who is considered appropriate. A record will be kept of all the incidents and actions carried out, the results obtained and the improvement proposals that are deemed appropriate.

The Committee will meet whenever necessary

12. EVALUATION OF THE PLAN

Based on the premises that the Plan must be flexible and adaptable, it will be reviewed each year, taking into account the suggested improvements of the educational community.

13. TRAINING PLAN

Staff will be given training on supporting victims, the non-tolerance of bullying and intimidation, and the assistance of families.

Pupils will be given training on conflict prevention; for example; the school plans to participate in the essay competition organized by the Council of Adeje against gender-based violence and in the talks by the National Police on the prevention of school bullying.

14. PLAN TO CONTROL SCHOOL ABSENTEEISM

14.1 INTRODUCTION

In Spain, the right to education for all people is covered by article 27 of the Spanish Constitution and is established as the most appropriate means of achieving the comprehensive education of people, both on an individual and social level. In this regard, the Convention on the Rights of the Child, adopted by the General Assembly of the United Nations on 20 November 1989 and ratified by Spain on 30 November 1990, in article 28.1, paragraph

e), establishes that governments must take measures to encourage regular school attendance and reduce drop-out rates.

In the legal development of this constitutional precept, article 4, section 2.a) of Organic Law 8/1985, of 3 July, regulating the Right to Education, establishes that families are responsible for adopting the necessary measures or requesting the corresponding help in the event of difficulty to ensure that their children get basic education and regularly attend class.

Within the Autonomous Community of the Canary Islands, Law 6/2014, of 25 July, the Canarian Law on Non-University Education, regulates school absenteeism and early school leaving in article 46. In it, school absenteeism is defined as the repeated unjustified temporary absence, neither permanent nor definitive, of pupils from the school where they are enrolled and which poses a risk to satisfactorily implementing the teaching and learning processes.

On the other hand, the Order of 9 October 2013, implementing Decree 81/2010, of 8 July, approving the Organic Regulations of non-university public schools in the Autonomous Community of the Canary Islands, in relation to their organisation and operation (Official Gazette of Canary Islands -BOC- no.200, of 16 October), instructs educational establishments about common organisational aspects, making them responsible for the prevention and control of school absenteeism.

14.1.1 LEGAL FRAMEWORK

This plan to control absenteeism at Costa Adeje International School is based on **Decree 174/2018, of 3 December**, on the approval of the Regulation which regulates the prevention, intervention and monitoring of school absenteeism and early school leaving within the Autonomous Community of the Canary Islands and it applies to the second cycle of Pre-School Education, Primary Education, Compulsory Secondary Education and the Baccalaureate, with its small differences that will be explained later.

14.1.2 OBJECTIVES OF THE PLAN

The priority objectives of this plan to control absenteeism are as follows:

- a) Encourage the continuity and regularity of schooling, preventing the emergence of absenteeism and early school leaving.
- b) Raise awareness and inform the families of pupils who are non-emancipated minors and those around them about the importance of regularly attending school, and the benefits that it entails in the personal, family and social life of pupils, while also informing them of the consequences of school absenteeism and early school leaving.
- c) Ensure regular attendance at school of all the enrolled pupils, establishing prevention and control programs that enable immediate actions to resolve situations of school absenteeism and early school leaving.
- d) Plan the intervention, in these situations, in accordance with the needs put forward by families and the recommendations of professionals.
- e) Coordinate actions when faced with absenteeism, by the affected or competent people and entities, both in terms of prevention and intervention, monitoring and assessment of school absenteeism and early school leaving.

14.1.3 NOTABLE DEFINITIONS

The following definitions which appear in Decree 174/2018 are highlighted:

- a) School absenteeism. The repeated unjustified temporary absence, neither permanent nor definitive, of pupils from the school where they are enrolled, poses a risk to satisfactorily implementing the teaching and learning processes.
- b) Absences. All of the non-attendances, latenesses and early departures of pupils in school time.
- c) Non-attendance. Non-attendance is considered as the duly recorded absence from any of the sessions that the school day is organised into, from the school, with or without a reason to justify it. In this regard, for the control and recording of absences, all non-attendances will be counted regardless of the reason behind them.
- d) Lateness. A situation that occurs when pupils are delayed in attending or joining in relation to the time established for the start of the class session.
- e) Early departure. Leaving a class session before the time established for doing so.
- k) Class session. The time during which a school activity takes place, considering this as working on an area or subject, depends on the type of teaching in question.

14.2 JUSTIFICATION AND NON-JUSTIFICATION OF ABSENCES

14.2.1 JUSTIFICATION OF ABSENCES

The following situations are considered to be justified absences:

- a) Sickness, illness or accident of pupils that prevents them from coming to school, as well as hospitalisation. When a medical consultation takes place, it will be necessary to present the corresponding doctor's note. This note is essential when more than three consecutive days are missed or when this reason is given repeatedly (more than three times in a month). When the absence occurs for less than three consecutive days or less than three times in a month, the note can be issued by the parents and/or legal guardians, preferably in writing.

- b) Illness or an accident of the parents or legal representatives which prevents coming to school, as well as hospitalisation. The note can be issued by the parents and/or legal guardians, preferably in writing. A doctor's note will be required in the cases outlined in the above section (more than three consecutive absences or more than three absences in a month).
- c) The inability to travel to school due to unforeseeable or unavoidable reasons, such as adverse weather phenomena, transport strikes or similar circumstances.
- d) Unavoidable duties of pupils or their parents or legal representatives, such as a judicial summons, participation in the electoral process, or similar circumstances (travel). The note must be collected at the secretary's office and completed by the parents and/or legal guardians, and at the very least during the week before the absence. In this case, a maximum of 15 working days will be justified.
- e) Death of a family member. The note can be issued by the parents and/or legal guardians, preferably in writing.
- f) Participation in the school's own activities. The teachers in charge of these activities are responsible for presenting the note and, if possible, it is necessary to notify the other teaching staff in advance about which pupils are going to participate in the activities via Clickedu, WhatsApp groups, etc.
- g) Outings for complementary activities during school time. The teachers in charge of these activities are responsible for presenting the note and, if possible, it is necessary to notify the other teaching staff in advance about which pupils are going to participate in the activities via Clickedu, WhatsApp groups, etc.
- h) Suspension of the right to attend classes as a consequence of the application of any restrictive measure within the sphere of school coexistence. The management team is responsible for presenting the note and notifying the teaching staff of this suspension when it occurs.
- i) Attending authorised meetings. The note should be issued by the parents and/or legal guardians, preferably in writing and in advance of the meeting date.
- j) Attending external examinations or job interviews. The note should be issued by the parents and/or legal guardians, preferably in writing and in advance of the meeting date.
- k) Attending meetings outside the school that correspond to the exercise of responsible actions by pupils in the exercise of their rights and duties. The note should be issued by the parents and/or legal guardians, preferably in writing and in advance of the meeting date.
- l) Confinement due to a cohabiting relative who has a positive PCR for COVID.
- m) Confinement for being highly vulnerable to COVID or having a highly vulnerable family member. This is a very extreme case that can only be justified with a medical certificate in which the pupil's family doctor shall explain the reason. In addition, a certificate of cohabitation must also be provided detailing the people living together.

14.2.2 NON-JUSTIFICATION OF ABSENCES

The following situations are considered to be non-justified absences:

- a) Lack of a request for justification.
- b) A collective decision not to attend.
- c) Carrying out activities that can be done outside of school time: driving lessons, shopping, etc.
- d) Remaining in the library or canteen during class time without the express permission of a teacher or the management team.
- e) Rejection of the justification if it does not comply with what is outlined in this plan.
- f) Justification will be rejected for the above sections d), i), j), k) if it is presented after the event takes place. Absences for trips lasting for more than fifteen school days are not justified.

14.2.3 PARTICULARITIES

It is also necessary to consider the following aspects:

- a) Unjustified lateness and early departures will count as lack of attendance when the period of absence amounts to at least half the duration of a session.
- b) Every three unjustified late arrivals or early departures will count as one absence.
- c) Pupils are required to present a doctor's note to request a change to an exam date due to illness. If the reason is not one of those outlined in section 2.1, the pupil or their family will have to contact the teacher to change the date.
- d) Pupils who do not carry out complementary or extracurricular activities must attend the sessions allocated by the school. If they do not attend, the justification must come under section 2.1 of this plan. In any case, this non-attendance will be recorded on Clickedu in the following way: a whole day in the second cycle of pre-school and primary education, and in each of the subjects that are on the school timetable for that day in compulsory secondary education and Baccalaureate.

14.2.4 ASSESSMENT OF ABSENTEE PUPILS

The percentage of unjustified absences for the loss on the ongoing assessment will be 20%, therefore, the number of absences will depend on the number of weekly class hours for each subject or area:

NUMBER OF WEEKLY HOURS	1 ST TERM (15 WEEKS)	2 ND TERM (12 WEEKS)	3 RD TERM (9 WEEKS)	FULL-YEAR
1	3	2	2	7
2	6	5	4	14
3	9	7	5	22
4	12	10	7	29
5	15	12	9	36
6	18	14	11	43

When the absenteeism of pupils prevents the application of ongoing assessment, alternative assessment systems will be used that must be specified in the programming of the different areas and/or subjects, and special attention should be paid to the characteristics of the pupils and the causes that lead to absenteeism.

This loss of ongoing assessment must be registered in the assessment records.

14.3 MANAGEMENT OF NON-ATTENDANCE OF PUPILS

14.3.1 CONTROL OF NON-ATTENDANCE OF PUPILS

All teachers and/or tutors will record the absences of their pupils on the Clickedu platform with the following specifications:

- Second cycle of Pre-School Education: the tutors and/or assistant will record the absences at the start of the session on the Clickedu platform. The platform makes it possible to specify whether the non-attendance or lateness has been for the complete day or only in the morning or afternoon. If the pupil arrives late or turns up in the classroom in the afternoon, this aspect will be modified on the platform. Families will receive an instant notification via email.
- Primary Education: teachers present in the classroom first thing in the morning will record absences at the start of the session on the Clickedu platform. If the pupil arrives late or turns up in the classroom in the afternoon, this aspect will be modified on the platform. Families will receive an instant notification via email.
- Compulsory Secondary Education and Baccalaureate: all the teachers of each of the groups will record absences at the start of each of the sessions on the Clickedu platform. If the pupil arrives late or turns up in the classroom in the afternoon, this aspect will be modified on the platform. Families will receive an instant notification via email.

14.3.2 NOTIFICATION OF FAMILIES

Families will be immediately informed of the absences of pupils via email, without prejudice to the fact that notifications may also be issued via messages or phone calls.

In the event that the attempt to notify families is unsuccessful or, if having issued a notification, no statement of any kind is made by families, action will be taken in accordance with what is established in the action protocol outlined below.

14.3.3 ACTION PROTOCOL OF THE PLAN TO CONTROL ABSENTEEISM AT COSTA ADEJE INTERNATIONAL SCHOOL

Each day the teachers in each class will record the absences of pupils on Clickedu via the procedure outlined above and notification will be sent automatically to families via email.

When the number of unjustified absences is significant (more than 5 absences) the tutor will contact the families in order to gain information about the situation and request their collaboration and their explanation. Likewise, the management team will be notified of the situation.

In any case, each month the tutors will provide the management team with the specification of the actions undertaken and the assessment of the results obtained. Also, in order to have more effective control of school absenteeism and the notification of the families of non-emancipated minors, the records of each assessment session will record the number of non-attendances and/or latenesses of the pupil assessed.

The management team, in unresolved cases, will summon families to an interview, via email or the messaging service on Clickedu, in order to have a record of the family receiving the notification. The family will be notified of the absenteeism situation, the possible consequences of it, and the obligation as parents to collaborate and participate in the search for solutions. The management team will produce a written record of the meeting with the family.

Based on this intervention by the management team, a file shall be opened that will be added to the pupil's file.

If the families do not heed the call or the absenteeism situation is not resolved, the school's guidance department will inform the Council's Social Services, in order for them to intervene, and coordinate all subsequent actions with them.

If, after all the above, the problem of absenteeism is not resolved, contact will be made with the corresponding service of the Department of Child Protection and Care.

15. CRITERIA FOR THE GRANTING OF HONOURS IN 4º ESO (FINAL OBLIGATORY SECONDARY YEAR) AND 2º DE BACHILLERATO (FINAL POST-OBLIGATORY SECONDARY YEAR)

An ORDER dated 3 September 2016 governs the assessment and promotion of students through the stages of Obligatory Secondary Education and Post-Obligatory Secondary Education, and establishes the requirements for obtaining the corresponding diplomas in the Autonomous Community of the Canary Islands. In addition, said Order provides specifications in its articles 9 and 29 for Obligatory Secondary Education and Post-Obligatory Secondary Education, respectively.

15.1. Granting of honours in Obligatory Secondary Education:

Honours may be awarded to students who have demonstrated excellent academic performance and whose overall grade for the four academic years of Obligatory Secondary Education is 9 or higher.

Honours may be awarded to a maximum number of students that is equal to or less than five per cent of the total number of students in the fourth year of Obligatory Secondary Education at the educational centre. For educational centres with less than 20 students enrolled, one honour may be granted.

The honours award –which is to be recorded by means of a specific process on the academic transcript and in the permanent academic record of the student – is to have the effects set forth by current law.

In the event that there are two or more students with the same average grade for the same educational stage, the following criteria will be taken into account for calculating honours:

1. Highest average grade during the four academic years of Compulsory Secondary Education.
2. Highest average grade in the fourth academic year.
3. Greatest number of 10s achieved in the final grades during the fourth academic year.
4. Greatest number of 10s achieved during the fourth year quarterly evaluation periods.
5. Highest average grade in the third academic year.
6. Greatest number of 10s achieved in the final grades during the third academic year.
7. Greatest number of 10s achieved during the third-year quarterly evaluation periods.
8. Highest average grade in the second academic year.
9. Greatest number of 10s achieved in the final grades during the second academic year.
10. Greatest number of 10s achieved during the second year quarterly evaluation periods.
11. Highest average grade in the first academic year.
12. Greatest number of 10s achieved in the final grades during the first academic year.
13. Greatest number of 10s achieved during the first year quarterly evaluation periods.

15.2. Granting of honours in Post-Obligatory Secondary Education:

Honours may be awarded to students who have passed all of the Post-Obligatory Secondary Education subjects and whose overall grade for the two academic years of Post-Obligatory Secondary Education is 9 or higher.

Honours may be awarded to a maximum number of students that is equal to or less than five per cent of the total number of students in the second

year of Post-Obligatory Secondary Education at the educational centre. For educational centres with less than 20 students enrolled, one honour may be granted.

The honours award –which is to be recorded by means of a specific process on the academic transcript and in the permanent academic record of the student – is to have the effects set forth by current law.

In the event that there are two or more students with the same average grade for the same educational stage, the following criteria will be taken into account for calculating honours:

1. Highest average grade during the two academic years of Post-Obligatory Secondary Education.
2. Highest average grade in the second year of Post-Obligatory Secondary Education.
3. Greatest number of 10s achieved in the final grades for the second year of Post-Obligatory Secondary Education.
4. Highest weighted average, based on the final grades for the second year of Post-Obligatory Secondary Education, calculated in accordance with the weekly subject hours.
5. Greatest number of 10s achieved during the quarterly evaluation periods for the second year of Post-Obligatory Secondary Education.
6. Greatest number of 10s achieved on the exact final grade report for the second year of Post-Obligatory Secondary Education.
7. Highest weighted average on the exact final grade report for the second year of Post-Obligatory Secondary Education, calculated in accordance with the weekly subject hours.
8. Highest average grade in the first year of Post-Obligatory Secondary Education.
9. Greatest number of 10s achieved in the final grades for the first year of Post-Obligatory Secondary Education.
10. Highest weighted average, based on the final grades for the first year of Post-Obligatory Secondary Education, calculated in accordance with the weekly subject hours.
11. Greatest number of 10s achieved during the different quarterly evaluation periods for the first year of Post-Obligatory Secondary Education.
12. Greatest number of 10s achieved on the exact final grade report for the first year of Post-Obligatory Secondary Education.
13. Highest weighted average on the exact final grade report for the first year of Post-Obligatory Secondary Education, calculated in accordance with the weekly subject hours.



www.colegiocostaadeje.com

AVENIDA KURT KONRAD MAYER 10, 38670

ADEJE. TENERIFE

☎ 922 71 32 17

✉ secretaria@colegiocostaadeje.com