



The International Preparatory School

Handbook and Code of Behaviour

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In The Hills of Arrayán

**In the hills of Arrayán
Where the mountain winds do blow
There is a very special place
For young minds to bloom and grow.**

**As on the mountain air
Floats the sound of river's roar
To the snow-capped heights above
Let their spirits learn to soar.**

**Unafraid to seek and search
To challenge and to test
May they always strive for truth
In life's perpetual quest.**

I. THE MISSION OF THE SCHOOL

The International Preparatory School is a small international school educating children from the international and national communities. The school strives to develop the skills, competence and abilities that children will need to become productive, thoughtful members of the world community, able to solve the problems they face as individuals and as active participants of larger groups. To accomplish this there is a strong emphasis on English as a means of communication.

The school directs its efforts towards building a community based on respect for all of its members and in which responsibility is shared for the benefit of all. Our objective is to provide a caring, secure and happy educational environment in which each child can fully develop his or her potential together with a global vision of the world. As a community, the school is composed of students, parents, alumni, administrators, faculty, and staff, all working together in the best interests of our students.

PRESENTATION

The International Preparatory has written these internal regulations to inform parents of basic rules through which it operates, and therefore provide the school community with access in a single

document to this information. It was also written to comply with the provisions of Article 46 letter f of the Ley General de Educación de la República de Chile.

The Headmistress, as the highest authority in the school, will name a person to be the head of the **School Life and Development Committee**, who will oversee the effectiveness of these regulations, and will head and coordinate the work of the **School Life and Development Committee**.

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II: THE LEGAL FOUNDATIONS OF OUR CODE OF BEHAVIOUR

The International Preparatory School, as an institution, works within a set of rules that allows it to function efficiently to achieve its mission. Our code of behaviour is based on treaties such as the Universal Declaration of Human Rights, UNICEF's Convention on the Rights of the Child, the Chilean General Law of Education (LGE, 2009), the Chilean Law on School Violence and our own experience in the field of international education. The fundamental points are:

1. All members of the school community have rights and responsibilities. Rights are inherent to all human beings and are compulsory, universal, inviolable, indivisible, interdependent and inalienable. Responsibilities must be fully met to promote the effective exercise of rights and are a requisite to achieving human dignity.
2. Children have the full range of human rights - civil, cultural, economic, political and social - and a voice. The four core principles of the Convention on the Rights of the Child are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child.
3. There should be **formative** approach - over a punitive one – in cases involving school conflict. The Chilean Law on School Violence, published on September 7, 2011 states that schools must strive to create an atmosphere in which students are taught how to handle conflict peacefully, with respect for others. Discipline should be used to help children develop as responsible beings, with integrity, self-discipline, useful moral values and the ability to manage their own freedom. They should learn to create an environment in which dialogue and peaceful means are used to settle conflict.

III: OUR PHILOSOPHY AND CURRICULUM

The cornerstone of our approach is "learning to learn."

The International Preparatory School encourages children to explore, to discover, to ask questions and participate fully in the learning process. Children are encouraged to learn by doing and to compete against **themselves**, striving for improvement in their own work.

Every child is motivated to work to the full extent of his or her stage of development and strives for improvement. During its early years, The International Preparatory School was really the "Little Village School" located in premises in the area of Providencia in Santiago. It evolved, expanded and changed locations several times. In 1992, it acquired its own property in El Arrayan, a beautiful area at the foot of the Andes Mountains. In more than forty years the school's mission has not changed. Our goal is to give our students the best possible education in a supportive, caring environment. The school uses a curriculum based on the National Curriculum for England and Wales, and makes great efforts to provide a learning environment characterized by individual attention and care. The school believes that with this support our students mature into global citizens who are informed, productive, concerned, and ready to face the challenges of the future.

As an International School all members of the school community should strive to develop in mutual solidarity, showing respect for all peoples and countries.

The International Preparatory School's philosophy and curriculum are based on the beliefs that:

- Learning is natural and enjoyable and is best achieved in a supportive atmosphere.
- Each child is unique and may vary in his or her rate of development from others of the same age. Therefore, not all children will follow a similar pattern of development and cognitive growth.
- No child is a **failure**.
- Each child can be encouraged to work to the full extent of his or her ability and state of development readiness.
- Education includes social and emotional growth.

IV: REQUIREMENTS AND CONDITIONS FOR ADMISSION AND WITHDRAWALS

The International Preparatory School welcomes and accepts students of any race, gender, belief, religion or nationality throughout the year.

Foundation

1. To enter Foundation, the student must be three (3) years old before the 30th of March of the year he or she is applying for.

2. The parents must bring the child's birth certificate and photo ID or photocopy of the child's identity card and a recent photograph, application form, vaccination certificate, and a medical report regarding general health.
3. The applicants will be assessed on their readiness for Foundation.

For admission into other classes:

The ages for other placements are:

Reception: 4 years old by the 30th of March in the year they are applying;

Year 1: 5 years old by the 30th of March in the year they are applying.

Year 2: 6 years old by the 30th of March

The Director can decide the admissions of children who meet the minimum ages required but were born after 30 March but before June 30th of the same year.

General criteria for admissions:

- a. the potential of the applicant to benefit from the educational programme available;
- b. the capacity of the school to meet the educational needs of the student;
- c. the availability of vacancies.
2. Initial grade placement is determined on the basis of age and academic and psychological readiness.
3. Applicants must present their birth certificates, a photocopy of their official identity cards (carnet) or passports, application form, vaccination certificate, medical report regarding general health, and any other information the parents consider relevant. March 30th is the date used to calculate the child's age for the year he or she is applying to.
4. To determine the potential of the applicant to benefit from the educational programme available, interviews with the family and the student, jointly and separately, will be carried out by the Headmistress and other members of staff she designates.
5. Admission may be postponed if a grade level is full. In this case, the applicant is placed on a waiting list.
6. The decision of the school in regards to placement will be communicated to the parents prior to acceptance and is considered final.

When parents enroll their children in The International Preparatory School they do so freely and thereby voluntarily delegate some of their authority to the school and its teachers. Parents and guardians also agree to cooperate with the school as a condition for admission. They accept that the students are the focus of our institution's activities and objectives and that the present Handbook and Code of Behaviour are reflections of this.

Withdrawals: Families with children leaving the school should communicate this information to the school as soon as possible. All pending fees should be paid and all books and materials issued by the school returned.

V. THE SCHOOL YEAR, REPORTS AND PARENT-TEACHER CONFERENCES

The School Year

The school year is divided into two terms: March to July and July to December. There is an optional summer school programme during the month of January. There are no classes in February. In addition there are three weeks of winter vacation in July and one week in September for the Chilean National Holidays.

School reports are sent home twice a year at the end of each term. Individual parent-teacher meetings are held during each term. You will receive notice before the meeting informing you of the day and the time. If you cannot attend at the time scheduled, please contact the school for a new appointment.

You may request a meeting with your child's teacher or the Headmistress when you feel it is necessary. These are by appointment only and should be requested well in advance. Appointments with teachers cannot be made during class time.

The School Calendar

You will receive a copy of the school calendar at the beginning of each school term, or when you register your child. The calendar is also available on the school website. This will keep you informed about special events as well as holidays. You will be advised of changes in the calendar.

There are occasional opportunities for in-service training for school staff which require that the children be sent home early. You will be informed of these events as soon as possible.

"In Loco Parentis", Leaving School Early, etc.

The school needs your permission to act "in loco parentis" when taking the students on field trips or other activities outside the school. You should leave a signed slip to this effect for the school file. No child can be taken out of school unless this has been signed and returned.

If your child must leave school early, you must inform the school in writing. No child will be permitted to leave the school with an unknown person without written authorization from the parent. In the case of divorced or separated parents, only the parent who has been legally assigned custody can give permission for another person to pick up the child. The school may seek legal advice in cases where this is necessary. This cannot be given by telephone.

Please inform the school and the bus driver in writing if your child will be using alternative transportation or if the bus should leave him/her at another child's house. Failure to do so may result in serious problems or delay.

Parental Participation

Parents are welcome as resource speakers, volunteer helpers, chaperones on field trips and as members of different committees or groups. Let us know how you would like to participate. In addition there are regularly scheduled parent-teachers' meetings twice a year. Parents are also encouraged to attend various school activities during the year. These help bring us closer together as a school-family community.

The TIPS Contact Mothers are a group of parents who act as representatives for the greater TIPS community. They communicate the individual questions and concerns of parents during monthly meetings with the TIPS Administration. They also assist new parents as they transition to a new school and, in many cases, a new country. We encourage you to learn more about the school by directing your specific questions to the contact mother of your child's class.

VI: THE SCHOOL DAY: SCHEDULES AND RECESS

The following are the schedules of the different classes:

Class	Entrance time	Home Time
Playgroup	9:00 am	2:15 pm
Foundation	9:00 am	2:15 pm
Reception	9:00 am	2:15 pm
Kinder	9:00 am	3:30 pm
Year 2 (1º Básico) a Year 13 (4ºMedio)	9:00 am	4:25 pm

Entry Time

Parents are advised not to bring their children to school before 8:45 as there are no supervisors on duty to ensure the safety of the children.

Early Leave

On the days that general staff meetings are held, students from Year 2 to Year 13 leave early, at 3:30. These are usually held the first Monday of each month. During internal examinations students from Year 7 up also leave at 3:30 or later when the exam finishes after 3:30 pm.

Extracurricular activities

TIPS offers many after-school activities. These have included ballet, wall climbing, Olympic gymnastics, choir, music (guitar, piano, drum), soccer, rhythmic gymnastics, and karate. For KS3 and KS4, yoga, robotics, volleyball and basketball have also been offered. The final list of activities for the semester will be handed out in March.

Schedule:

Extracurricular activities for Foundation and Reception: 14:30 – 15:25

Extracurricular activities for Year 1: 15:30 – 16:30

Extracurricular activities for Year 2 up: 16:30 – 17:30.

Playtimes and Lunchtimes

TIPS supports play activities as essential to the healthy development of children and adolescents. Play influences the development of fine and gross motor skills, language, socialization, personal

awareness, emotional well-being, creativity, problem solving and learning ability. The most important role that play can have is to help children to be active, make choices and practice actions so that they can master them.

It is therefore important to establish a positive relationship between students and those who look after them. Teachers must respect the children's right to play and orient them accordingly. Students must be respectful to adults and call them by their proper titles. Homeroom teachers must supervise their students during lunch. Students from Year 7 and up may eat outside. Other classes may do so if accompanied by their teacher. At break and lunch recess teachers will have a rotating duty roster for outdoor supervision. There will be reasonable supervision for play on rainy days and lunchtimes is described in the staff rules and regulations. Teachers will discuss with their students expected behaviour at recess.

Students should respect all sectors of the school environment. They should be careful about not littering, putting their thermoses away, etc.

At the end of recess a bell rings and children from Foundation up to Year 6 walk quickly to line-up in the patio area. Play Group students stay with their teachers who will lead them to their room. Students from KS3 and KS4 go directly to their classrooms. All staff should be waiting at the patio or in classrooms as children are lining up. During morning line-up we sing to children and teachers who are celebrating their birthdays.

Staff can use the following methods to discourage inappropriate behaviour at recess.

- Talking to children about their behaviour.
- Asking students to stand aside and reflect on their actions.
- Asking students to apologize.

In the event of an emergency on the playground, administration should be informed immediately and a written report of the incident sent as soon as possible.

Student Birthdays and Class Celebration

Student birthdays can be celebrated during lunch recess. Parents should coordinate directly with the homeroom teacher by email. Parents should check with homeroom teachers for any food choice restrictions due to typical allergies when providing food for other than their own students (Some children may be allergic to peanuts and other nuts). It is the parent's responsibility to inform the class teacher and school of any allergy their child might have.

VII. ATTENDANCE, PUNCTUALITY AND PERMISSIONS

a) Punctuality

Regular school attendance and punctuality are important because they both create important habits for life and are important in ensuring continued academic progress. Entering the classroom late not only affects your child's learning but also disrupts the other students. It is important for the whole class to start their activities together and not be interrupted. This applies throughout the school. The habits that children establish early in life tend to stick with them. Therefore we would like to ask your cooperation in ensuring that all students are punctual.

b) Attendance and Absences

Students should be at school at 9:00 and attend scheduled classes throughout the day, unless they have a valid reason for not doing so. Students are responsible for making up work missed during their absence.

Attendance is an important factor in student academic success. Students with less than 85% attendance per year, must obtain permission from the Director to register for the next school year.

c) Excused Absences

An excused absence is the result of illness, death in the family, family problems or to obtain legal documents. Excused absences do not count when calculating the attendance percentage. However, depending on the situation, the parents have the responsibility to contact the school office by telephone, email or a signed note, before or on the day of the absence to justify the absence. Failure to do so will be considered an unexcused absence. Students need to make arrangements with the teachers concerned to take any missed tests and are responsible for making up class work and homework.

When a student has been sick for more than two days or has a contagious disease, the school must be informed. On his/her return to school, he/she must bring a medical certificate from the professional who treated the student.

c) Unexcused absences

An unexcused absence occurs when the student is absent from school without prior notification or approval.

d) Absences and longer travel

Parents must inform the school in writing if students are going to miss more than two days of school because of a previously planned trip or for some other reason. Students should ask their teachers for homework in advance, and will be responsible for making up missed work promptly.

e) Late arrivals and early departures

Beginning the day on time contributes to a positive school day for all students and teachers. Students who are punctual have time to organize the day's activities and not miss important instructional time. Arriving on time helps keep the classroom free from distractions.

VIII. UNIFORMS AND PERSONAL APPEARANCE

Sports uniforms as specified by the PE department are required to participate in physical education classes and activities that require their use. No other uniforms are required.

All clothing should be neat, clean, in good condition and should not be in any way provocative or obscene. No torn clothing or inappropriate symbols or wording are permitted.

IX. YOUR CHILD'S HEALTH

Accident Insurance: Every student is enrolled in the Clinica Las Condes Insurance Scheme. This insurance covers treatment for injuries caused by any accident during the year, whether in or out of school and while using the facilities of the sports stadium. If your child has an accident in school which requires urgent medical attention, the school will act in loco parentis.

Diet: A good diet is necessary for a productive day's work. Please make sure that your child has a good breakfast and nutritious snacks and lunch. Send food and drinks in non-breakable containers. Avoid sending an excess of sweets. There are breaks for snacks at 10:40, 2:40 and 3:25. Lunch is at 12:25.

Students may bring their lunches from home or contract a private lunch service which works with the school.

Allergies: It is the parents' responsibility to inform the school of any allergies the child may have. This information must be included on the child's registration form. The school cannot be held responsible for any allergic reaction.

Physical Education: The school provides physical education classes as part of the regular programme. All students are expected to participate unless they have a doctor's certificate to the contrary. In the case of other extenuating circumstances, the Headmistress must be informed in writing before the class. Students must use a gym uniform.

Rest: Please ensure that your child gets adequate rest. A tired child cannot work at his or her best.

Sickness: If your child has a bad cold, stomach or intestinal problem or symptoms of any illness, please keep him or her at home until he/she is better. Please inform the office if anyone in your family has an infectious disease or has had close contact with one. Please fill out the medical information section of your child's school application form accurately. Lack of accurate information could be detrimental to your child's health and/or progress. Please inform the school if your child has experienced an emotional upset as this may influence his/her performance.

When a child has a minor injury or doesn't feel well, he/she will be seen by the school first aid practitioner. A parent or guardian will be contacted if the child needs to go home or to Clinica Las Condes for observation.

X. TRANSPORTATION

TIPS does not provide transportation for students itself. However, Mr. Jorge Marchant runs a transportation service to and from school. The school is not responsible in any way for this service, but his reliable and punctual service is widely used by many TIPS families.

mobile: 9331 5467

Email: jmarchantaz@vtr.net

Parking: Parents are asked to park in visitor parking spots, which are located along the left and right side of the main school gate and driveway. Please remember that recent parking guidelines were issued by the Municipality of Lo Barnechea and are strictly enforced.

Drop-off 8:45-9:00

You may park your car and walk your child to the gate.

You may drive through the driveway and help your child get out of the car. A staff member is at the gate to guide the child into school. Please make sure to clear the driveway for other parents once your child is dropped off.

Please do not park your car in the driveway even if it is just for a few minutes.

Please do not drop your child off before 8.45 since there are no staff members available to receive your child at that time.

Authorizing someone to pick up your child:

You must contact the administration directly by email or a note to authorize another individual to pick up your child from school. If there is a change in pick up, please let the administration know at 2 2321 5800 before 12 pm. You are strongly advised to leave the name of any individuals you wish to authorize to pick up your child on a regular basis. You may include this information in the contact details you leave with the administration. Please note that these need to be **updated** in case of a change of address or telephone number.

Also, please let the administration know if you will be tardy picking up your child from school.

XI: RIGHTS AND RESPONSIBILITIES

As previously stated, all members of the school community have rights and duties. Rights are inherent to all human beings and are compulsory, universal, inviolable, indivisible, interdependent and inalienable. Responsibilities must be met to ensure the effective exercise of our rights and are instrumental to achieving human dignity. All members of the school community should promote a positive school environment and observe the highest standards of respect and tolerance. Our rules are intended to ensure good conduct, self-discipline and responsible behaviour. We protect the right of each student to receive an education within a

positive, caring and secure learning environment.

Article 1: STUDENTS RIGHTS

Students are entitled to:

- a) receive an education that offers opportunities for personal and academic development and progress;
- b) receive timely and appropriate care in the case of special educational needs;
- c) not be subjected to discrimination;
- d) study in a tolerant and mutually respectful environment;
- e) express their opinions and have their physical and moral integrity respected; they may not be subject to humiliating or degrading treatment and psychological abuse;
- f) participate in cultural, sporting and recreational events and associate with one another, have their personal religious, ideological and cultural beliefs respected;
- g) be informed of evaluation procedures, be evaluated and promoted in an objective and transparent manner, in accordance with the school's regulations.

Art. 2: STUDENT RESPONSIBILITIES

Students must:

- a) Treat in a dignified, respectful and non-discriminatory manner all members of the educational community.
- b) Attend classes; study and strive to develop their potential.
- c) Collaborate and cooperate in improving school life, care for and respect educational infrastructure and the Handbook and Code of Behaviour.

Be Responsible

The student's first duty is to study, therefore, he or she should endeavor to meet his or her academic commitments responsibly and consistently. Students are expected to participate in educational activities offered by the school as further learning activities.

Be Respectful

Students should be respectful to all members of the teaching staff and listen respectfully to comments or information given them regarding their behaviour inside or outside of school. Students must behave appropriately within the school, showing respect for the community and being consistent in applying its values, especially in public, official events, and when representing the school.

Avoid any form of discrimination:

Students may not ridicule and show disrespect for the dignity of persons, regardless of age, social status, race, sex, sexual inclination, nationality and religion.

Take care of school resources:

All members of the school community share responsibility in the proper use of the school's resources. Any damage caused by a student must be repaired or replaced by the person responsible. If no individual responsibilities can be established, the course or the group involved will assume payment for repair or replacement of the item. The homeroom teacher or the teacher in charge of the group at the time of the incident, shall ensure compliance with the above and inform the school administration.

Students also share in the responsibility to keep all areas of the school clean and tidy. They should not litter or in any way fail to contribute to a harmonious school environment.

Valuables should not be brought to school unless for a specific purpose or when requested by the teacher. The school is not responsible for lost items such as cell phones, Game Boys, or other valuables.

Art. 3: SPECIAL CONSIDERATIONS FOR PARENTS AND GUARDIANS

Parents, who are the primary educators of their children, and who have placed their trust in our school community as a partner in its educational mission, are called upon to participate actively in our educational mission in a spirit of mutual collaboration. In the case of a guardian, he or she must be over 18.

Art. 4: RIGHTS OF PARENTS AND GUARDIANS

Parents and guardians have the right to:

- a) Be kept informed of the academic progress of their child or children by their teachers and the administration.
- b) Be informed of the regulations of the Student Handbook and Code of Behavior.
- c) Request information about class schedules, academic performance, disciplinary measures, special events and all matters pertaining to their child or ward.
- d) Request support from specialists whose service are offered by the school for the benefit of students.
- e) Appeal to the appropriate people to express their concerns and receive answers to their inquiries.

Art: 5 RESPONSIBILITIES OF PARENTS AND GUARDIANS

Parents and Guardians are expected to:

- a) Ensure that your child(ren) arrive at school punctually. Punctuality is best taught by example.
- b) Justify student absences. This can be done by email, note or using your child's agenda.
- c) Maintain frequent communication with the child's teachers to know how he or she is progressing and if there are areas which need reinforcement.
- d) Inform the school at the beginning of the school year of any pertinent information about the

health of the child and any neurological or psychological treatments, or learning difficulties which have been diagnosed.

- e) Have a positive attitude and treat all members of the school community with respect.
- f) Sign and return documents related to school trips or sanctions the child may have received.
- g) As the primary agent in the child's education, it is important for parents and guardians to accompany the education process by giving support and advice whenever needed
- h) Read the contents of this **Handbook and Code of Behaviour** carefully and participate in supporting work and events designed to promote the welfare of the students, the smooth functioning and development of the school and the school community.
- i) Read and become familiar with the **Evaluation Manual**, consulting it when you have questions about evaluations.
- j) Be punctual for all meetings and appointments scheduled by the Headmistress, Coordinator or Homeroom teacher.
- k) Promptly pay school fees and in accordance with the payment schedule set by the school.
- l) Promptly pay for the repair or replacement of damaged or lost items such as books, equipment or other school property.

Art. 6: RIGHTS OF TEACHERS AND TEACHING ASSISTANTS

Teachers and assistants have the rights:

- a) To be valued and respected as professional members of the educational community. To express their opinions and have their physical and moral integrity respected; they may not be subject to humiliating or degrading treatment and psychological abuse by any member of the school community;
- b) To engage in respectful dialogue with all members of the educational community;
- c) To use the pedagogical and technological resources and facilities of the establishment to implement and enrich their teaching; recommend field trips and extracurricular activities which complement their teaching;
- d) To receive professional training in all areas that contribute to fulfilling the school's mission and objectives;
- e) To be listened to with respect when presenting complaints to the management of the school;
- f) To receive timely information about all rules, regulations, administrative memorandums, etc. concerning pedagogical, cultural, safety, recreational concerns or events.
- g) To be informed of all regulations concerning educational, administrative, legal and professional matters affecting the exercise of their functions;
- h) To exercise the right to appeal to the administration about aspects of the internal evaluation processes conducted especially when there is a disagreement with students, parents or other members of the educational community;
- i) To be informed, prior to the end of the school year, whether they will continue or not in the position they have held during the year. In the case that they will not continue in their professional role, they have the right to be informed how this decision was made.
- h) To have appropriate resources for the exercise of their professional duties;
- i) To work in a building with secure infrastructure and conditions which are appropriate for the

exercise of the profession.

Art: 7: RESPONSIBILITIES OF TEACHERS AND ASSISTANTS

- a) Teachers must responsibly meet deadlines for planning, reporting, student assessments, individual and group meetings with parents and guardians, replacement shifts when necessary, and administrative tasks inherent to their position.
- b) Teachers should inform their coordinators of both the progress and the difficulties or problems affecting their students.
- c) They should know and comply with the school Handbook and Code of Behaviour.
- d) They must help students correct inappropriate behaviour respecting the rights of the latter and in accordance with the school's Code of Behaviour, stressing the formative aspects of policies and positive behaviour reinforcement.
- e) Teachers should strive for a climate of respect and peaceful resolution of student conflicts, listening to, analyzing and respectfully guiding students who request their help.
- f) Justify absences from work.
- g) Request permission in advance when time off is needed.
- h) Participate in school activities that occur during the normal educational day.

Art. 8: RIGHTS OF ALL EMPLOYEES

- a) Every employee of this establishment is entitled to respect and consideration for his person and for the work he or she performs. All have the right to express their opinions and have their physical and moral integrity respected. No one may be subject to humiliating or degrading treatment and psychological abuse by any member of the school community.
- b) Everyone has the right to participate in school activities in accordance with his or her role. All have the right to have good work recognized.
- c) If there is a complaint or situation affecting an employee, he or she has the right to be respectfully heard, to be informed of the complaint and who has lodged it. He or she has the right to see any evidence pertinent to the complaint.
- d) All employees have the right to be informed of all regulations concerning educational, administrative, legal and professional concerns affecting the exercise of their functions.
- e) All employees have the right to be listened to with respect when presenting complaints to the management of the school, following the procedure established for doing so.
- f) All employees have the right to work in a setting with secure infrastructure and under conditions which are appropriate for the exercise of their functions.

Art. 9: RESPONSIBILITIES OF ALL EMPLOYEES

- a) All staff should interact with students and other members of the school community in a friendly and respectful way. Courtesy and politeness contribute to a positive school atmosphere.
- b) Address the specific needs of students and other members of the community following the

procedures established.

- c) Foster an atmosphere of camaraderie and teamwork.
- d) Comply with the roles and functions associated with schedules, rules and regulations in the area of each employee's competence.
- e) Justify absences from work.
- f) Show respect for all members of the educational community without exception.
- g) Request permission in advance when time off is needed.
- h) Collaborate in maintaining order, caring for equipment and the infrastructure of the school as well as with correct student behavior on the school grounds.
- i) Know and comply with the school Handbook and Code of Conduct.

XII. OBJECTIVES AND CRITERIA FOR PEDAGOGICAL AND DISCIPLINARY MEASURES

The objective of pedagogical and disciplinary measures to be applied under this Code of Behaviour is to enable students who are encountering some degree of difficulty of a behavioural nature to overcome such situations. These procedures must be implemented through fair and equitable procedures, under the standards of behaviour previously established, and always in proportion to the complexity of the situation.

All measures should be in principle be of a formative character for the student or students involved. Sanctions will be imposed according to the severity of the misconduct but must respect the dignity of those involved. A sanction should seek to protect and repair the damage done as well as to change the behaviour of the person responsible for the misconduct.

These violations to school life are regarded as minor, serious or very serious, according to the following descriptions:

Minor violations: are those which alter to a lesser degree the functioning of the school but do not create threats to the physical or psychological integrity of the school or its members.

Serious violations: are those involving a more serious disruption of school life and/or a violation of the rights of any member of the school community.

Extremely serious violations are the accumulation of gross misconduct, some of which are criminal offenses under Chilean law.

Art. 10: Criteria to be considered before determining a sanction

The following criteria should be taken into account when determining which measure to implement:

- a) The age, stage of development and maturity of the parties involved;
- b) The nature, severity and extent of the damage caused;
- c) The nature, intensity and extent of aggression considering the following factors:
 - Number and degree of responsibility of perpetrators;

- Whether the abuse is degrading or humiliating;
 - Whether the person has acted in anonymity, with a false identity or covering his face;
 - Whether the person has acted at the request of a third party or for a reward;
 - Whether the person has assaulted a teacher or staff member;
- d) The past conduct of the person involved;
- e) Whether the abuse has been committed by someone in a position of superiority, whether this is physical or psychological;
- f) The disability or helplessness of the victim.

XIII. SPECIFIC VIOLATIONS IN KEY STAGE 1

Art. 11: Minor violations in Key Stage 1

1. Being disorderly in line-up and in the classroom.
2. Interrupting the class.

LEARNING OPPORTUNITY

The teacher talks to the student, asking him to think about his actions and whether these might have negative consequences. (Example: mentioning that there is a time for every activity, quiet times, time to talk, listen or work.) During these years it is essential to work together with parents, The teacher and parents should maintain fluid communication either personally or through emails or a communication book.

Art. 12: Serious violations in Key Stage 1

1. Speaking impolitely or rudely to the teacher or other students or other members of the school community.
2. Using vocabulary which is inappropriate in or out of the classroom. The teacher will ensure the student is taken aside by a responsible adult to discuss the use of inappropriate language.

LEARNING OPPORTUNITY

The teacher talks to the student, asking him to think about his actions and whether these might have negative consequences. (Example: mentioning that there is a time for every activity, quiet times, time to talk, listen or work.), stressing the fact that certain types of language should not be used in the classroom. The teacher can also talk about the use of language with the class and ask students to agree to work on these aspects of their behavior. If the use of inappropriate language continues, the teacher will contact the School Life Committee, which will advise on other actions, which may include a meeting with the parents and a collective conversation with the course.

Discuss the situation with the class. Ask the students to agree to work on these aspects of their behaviour.

Art. 13: Very serious violations in Key Stage 1

1. Physically or verbally assaulting a classmate inside or outside the establishment.
2. Physically or verbally assaulting a teacher or other member of staff inside or outside the establishment.
3. Taking things which belong to others. This is particularly serious when done on a repetitive basis.
4. Damaging class materials or things which belong to other children.
5. Constantly making fun of a classmate because of their physical appearance or academic performance, or any other cause that psychologically affects others.
6. Discriminating or humiliating any member of the school community whether by reason of birth, sex, race, creed, sexual orientation, opinion or any other personal or social condition.

LEARNING OPPORTUNITY

The teacher talks to the student, to help him or her to analyze and reflect on his or her actions, and the negative consequences these may cause on others (Example: If the child has hit a classmate the teacher may discuss how the class would feel if the situation was reversed.) The teacher has ongoing conversations with the class, and if the situation warrants, establishes work commitments, to improve behaviour. If the student does not respond to the conversation and there is no change of attitude, he or she can be sent to the office of the School Life officer for a conversation.

These conversations or reflections should be repeated whenever necessary. The teacher can also discuss appropriate behavior in class with all students and ask them to agree to work on these aspects of their behaviour.

If inappropriate behavior continues, the teacher will contact the School Life Committee, which will advise on other actions, which may include a meeting with the parents and a collective conversation with the course.

The teacher must report any incident related to a very serious violation to the School Life Committee via mail to convivencia@tipschile.com. Such mail must be sent the same day of the incident and as soon as possible, and must be sent by the adult / teacher / staff member who was present or was informed of such incident including all relevant details and must be in Spanish. The educator must keep a detailed record of the interviews and agreements.

The Coexistence Committee will evaluate the situation, its seriousness and the steps to be followed and, if necessary, an investigation will be opened. The Committee will inform the teachers and parents of the students involved about the situation and the steps being taken. In the event of an investigation, the results and measures taken from the investigation shall be reported to the appropriate officials and to the parents of the pupils involved by the Committee.

After this process, if aggressive or disruptive behaviours persist, parents will be asked to have the child evaluated by an external psychologist.

Further measures as listed in Art. 24 may be applied.

XIV: SPECIFIC VIOLATIONS IN KEY STAGE 2 (YEAR 2 TO YEAR 6)

Art. 14: Minor violations in Key Stage 2

1. Failure to do homework.
2. Failure to cooperate in a disciplined manner in school activities that require concentration and silence (talking in class, etc.)
3. Failure to communicate with parents or guardians when this is requested by school authorities. Failure to return a signed document required by the school.
4. Remaining in unauthorized places during recess.
5. Failure to take care of books and other materials. Damaged books or material must be replaced by the parents.
6. Failure to arrive in class on time.
7. Wearing inappropriate clothing or clothes with offensive remarks.
8. Using a cell phone in class without permission.
9. Chewing gum, eating or drinking in class.
10. Three late arrivals after recess or another class.

LEARNING OPPORTUNITY

The head teacher or other person authorized to oversee student conduct, will have personal talks with the students to orient them in analyzing their actions and in considering the negative consequences these may have.

If violations are repeated, the parties involved will proceed to sign a pledge or contract to correct the behaviour.

The class teacher must keep detailed records of interviews and agreements.

Art. 15: Serious Violations in Key Stage 2

1. Missing class without permission.
2. Using inappropriate vocabulary or answering rudely inside the establishment.
3. Being disrespectful to any member of the educational community.
4. Missing three scheduled assessments without medical justification.
5. Falsifying parental or other signatures to justify absences, etc.
6. Committing academic dishonesty on an evaluation.
7. Repeating a minor offense three times. These must then be duly recorded in the student's electronic record-keeping system.

LEARNING OPPORTUNITY

The head teacher or person authorized to oversee student conduct, will talk to the student, asking him or her consider his actions and the negative consequences these might have for him and for others. The student must sign a commitment to change his behaviour, agreeing to certain terms and conditions. The head teacher must keep detailed records of interviews and agreements.

The School Life Committee will analyze the facts and if the situation involves the majority of students in the course or has an impact on them, group discussions and reflexion sessions may be instituted. The Committee may request that the student(s) sign a commitment to change behaviour, agreeing on terms and conditions for this.

Subsequent to this work, if the inappropriate behaviours persist, an interview will be requested with the parents to talk about other solutions to this situation.

Art. 16: Very Serious Violations in Key Stage 2

1. Physically or verbally assaulting a classmate inside or outside the establishment.
2. Physically or verbally assaulting a member of the staff (Teachers, Inspectors, Directors, Auxiliary)
3. Constantly making fun of a classmate because of their physical appearance or academic performance, or any other cause that psychologically affect other classmates..
4. Discriminating against or humiliating any member of the school community whether by reason of birth, sex, race, creed, sexual orientation, opinion or any other personal or social condition, inside or outside the establishment.
5. Recording and broadcasting personal videos of students exhibiting behavior not in line with morality, while in the establishment or outside it.
6. Taking property belonging to others.
7. Consumption, possession and / or sale of controlled substances.
8. Carrying knives or other sharp objects.
9. Severely damaging property.
10. Falsifying signatures, documentation or qualifications.
11. Misleading or not being truthful with parents and guardians.
12. Leaving the school without authorization.
13. Smoking in school.

LEARNING OPPORTUNITY

The head teacher or person authorized to oversee student conduct, will talk to the student, asking him or her to consider his/her actions and the negative consequences these might have for him and for others. The student must sign a commitment to change his behaviour, agreeing to certain terms and conditions. The head teacher must keep detailed records of interviews and agreements.

If inappropriate behavior continues, the teacher will contact the School Life Committee, which will advise on other actions, which may include a meeting with the parents and a collective conversation with the course.

This conversation or reflection should be repeated whenever necessary. The teacher can also discuss appropriate behavior in class with all students and ask them to agree to work on these aspects of their behavior.

The teacher must report any incident related to a very serious violation to the School Life Committee via mail to convivencia@tipschile.com. Such mail must be sent the same day of the incident and as soon as possible, and must be sent by the adult / teacher / staff member who was present or was informed of such incident including all relevant details and must be in Spanish. The educator must keep a detailed record of the interviews and agreements.

The School Life Committee will evaluate the situation, the seriousness and the steps to be followed and, if necessary, an investigation will be opened. The Committee will inform the teachers and parents of the students involved about the situation and the steps being taken. In the event of an investigation, the results and measures taken from the investigation shall be reported to the officials

Further measures as listed in Art. 24 may be applied.

XV: REGULATIONS ON SPECIFIC VIOLATIONS AND SANCTIONS IN KEY STAGES 3, 4 AND 5

Art. 17: Minor violations: are those which alter to a lesser degree the functioning of the school but do not create threats to the physical or psychological integrity of the school or its members.

1. Failure to do homework.
2. Failure to cooperate in a disciplined manner in school activities that require concentration and silence (talking in class, etc.)
3. Failure to communicate with parents or guardians when this is requested by school authorities. Failure to return a signed document required by the school.
4. Remaining in unauthorized places during recess.
5. Failure to take care of books and other materials.
6. Failure to arrive in class on time.
7. Wearing inappropriate clothing or clothes with offensive remarks
8. Using a cell phone in class without permission.
9. Chewing gum, eating or drinking in class.

LEARNING OPPORTUNITY

The head teacher or other person authorized to oversee student conduct, will have personal talks with the students to orient them in analyzing their actions and in considering the negative consequences these may have.

If violations are repeated, the parties involved will proceed to sign a pledge or contract to correct the behaviour.

The class teacher must keep detailed records of interviews and agreements.

Art. 18: Serious violations: are the accumulation of minor offenses and those involving a more serious disruption of school life and/or a violation of the rights of any member of the school community. These include the following behaviour:

1. Leaving school without permission during scheduled class times.
2. Committing academic dishonesty on an evaluation.
3. Skipping class without permission.
4. Being disrespectful to any member of the educational community.
5. Missing three scheduled assessments without medical justification.
6. Smoking at school.
7. Falsifying parental or other signatures to justify absences, etc.
8. Repeating a minor offense three times. These must then be duly recorded in the student's electronic record-keeping system.

LEARNING OPPORTUNITY

The head teacher or person authorized to oversee student conduct, will talk to the student, asking him or her consider his actions and the negative consequences these might have for him and for others. The student must sign a commitment to change his behaviour, agreeing to certain terms and conditions. The head teacher must keep detailed records of interviews and agreements.

The School Life Committee will analyze the facts and if the situation involves the majority of students in the course or has an impact on them, group discussions and reflexion sessions may be instituted. The Committee may request that the student(s) sign a commitment to change behaviour, agreeing on terms and conditions for this.

Subsequent to this, if the inappropriate behaviours persist, an interview will be requested with the parents to talk about other solutions to the problem.

Art. 19: Very serious violations threaten the educational process and the physical or psychological integrity of the school or its members.

1. Attacks on property (burglary, theft) belonging to the school or to individual members of the school community.
2. Willful damage to facilities and equipment of both the school and its surroundings, or items belonging to members of the educational community.
3. Physically assaulting, striking or using violence against a student or any other member of

- the school community;
4. Using aggressive language or psychologically abusive language directed to any member of the school community;
 5. Intimidating, threatening, blackmailing, harassing or making fun of a student or other member of the school community (e.g. using hurtful nicknames, mocking physical characteristics, etc.);
 6. Discriminating against a member of the educational community, either because of their social, economic, religious, political or philosophical thought, ethnicity, name, nationality, sexual orientation, disability, physical defects, or other characteristic.
 7. Threatening, attacking, injuring or disparaging a student or any other member of the educational community through chats, blogs, photo blogs, text messages, emails, forums, servers that store videos or photos, websites, phone or any other technological means, virtual or electronic. The law establishes that actions of this nature are covered by the school code of behaviour whether they occur in school or outside of it when a student of the school is involved.
 8. Displaying, transmitting or disseminating an instance of abuse through cybernetic means of any kind;
 9. Sexual harassment of any kind, even when this behaviour is not classified as a criminal offense;
 10. Bringing any kind of weapon into the school.

LEARNING OPPORTUNITY

The head teacher or person authorized to oversee student conduct, will talk to the student, asking him or her to consider his/her actions and the negative consequences these might have for him and for others. The student must sign a commitment to change his behaviour, agreeing to certain terms and conditions. The head teacher must keep detailed records of interviews and agreements.

If inappropriate behaviour continues, the teacher will contact the School Life Committee, which will advise on other actions, which may include a meeting with the parents and a collective conversation with the course.

This conversation or reflection should be repeated whenever necessary. The teacher can also discuss appropriate behaviour in class with all students and ask them to agree to work on these aspects of their behavior.

The teacher must report any incident related to a very serious violation to the School Life Committee via mail to convivencia@tipschile.com. Such mail must be sent the same day of the incident and as soon as possible, and must be sent by the adult / teacher / staff member who was present or was informed of such incident including all relevant details and must be in Spanish. The educator must keep a detailed record of the interviews and agreements.

The School Life Committee will evaluate the situation, the seriousness and the steps to be followed and, if necessary, an investigation will be opened. The Committee will inform the teachers and parents of the students involved about the situation and the steps being taken. In the event of an

investigation, the results and measures taken from the investigation shall be reported to the officials

Further measures as listed in Art. 24 may be applied.

Protocol

1. In the event of a very serious violation on this Key Stage, the teacher or other adult must immediately report it to the Principal or his / her representative and the Key Stage coordinator.
2. The teacher must also inform the School Life Committee via mail to convivencia@tipschile.com. Such mail must be sent the same day of the incident and as soon as possible, and must be sent by the adult / teacher / staff member who was present or was informed of such incident including all relevant details and must be in Spanish.
3. The School Life Committee will evaluate the situation, the seriousness and the steps to be followed and, if necessary, an investigation will be opened. The Committee will inform the teachers and parents of the students involved in the situation and the steps being taken. In the event of an investigation, the results and measures taken from the investigation shall be reported to the appropriate officials and to the parents of the pupils involved by the Committee.

XVI: SPECIFIC EDUCATIONAL AND DISCIPLINARY MEASURES

Art. 21: PEDAGOGICAL MEASURES

The ultimate purpose of disciplinary procedures is not to punish, but to change the student's behaviour. The objective should be to improve self-discipline and foment good behaviour. The measures taken should always be appropriate to the age and background of the student. They can be used to correct minor problems and, in some cases, more serious offenses. They will be given by the teacher and should be noted in the student's records as well as any follow-up involved.

These measures include:

- Conversation and reflection with the student.
- A conversation with the parent or guardian and, if necessary, with the student present.
- An agreement signed by the student and/or parent in which the student agrees to correct his or her behaviour. It will also include the consequences of failure to do so.
- Workshops for reflection. This may be at a class level or group level.
- An alternative action – that is a completely voluntary action in which the student recognizes that he or she has caused damage to a third party and that this damage must be compensated for in a way which is related to and proportional to the offense. For example, replacing something or apologizing. The objective is that one party takes responsibility for his or her action.

Art. 22: DISCIPLINARY MEASURES

Before applying a sanction or other measures everyone involved in the incident should be allowed to explain what happened so that the circumstances surrounding the incident are clear.

- Disciplinary actions are intended to modify behaviour and maintain order. Therefore while inquiries are being conducted and appropriate actions decided upon, the privacy of those involved should be respected.
- A written record should be kept of the incident and of the disciplinary actions decided upon.
- It is important to ensure that the procedures followed are fair and protect the parties involved, that their right to be heard is respected, that the reasoning behind the final decision is clear and that the persons involved understand that the decision can be appealed.

Art. 23: What kind of sanctions can not be applied?

Although it seems obvious, we should be aware that there are punishments that can not be applied or considered for application, not only because these measures do not help the child in a positive manner but also because they constitute violations of the rights of children and youth. These sanctions are:

- Physical punishment.
- Any punishment involving a risk to the safety and security of the students. Leaving a child outside the classroom unsupervised is a risk and so is prohibited.
- Disciplinary measures that violate the dignity of the student. Some examples are: speaking to the student in derogatory terms or sending the child to another classroom. The teacher in a different class cannot receive a student sent to him or her for punishment.
- Students can not be sent home, as this poses a risk to their physical and psychological integrity, as we cannot be certain that there will be an adult at home to take care of the child.
- Measures affecting the permanence of the students in the school system or which harm their education.
- Preventing the entry or the attendance of a student who is pregnant or has a child.

Art. 24: Specific Disciplinary Measures

A. Sanctions for minor violations

A minor violation will be dealt with by the educator who observes it with the objective of promoting individual reflection on the part of the student, emphasizing the educational character of this and what is expected of him. The student is asked to consider why the regulation is important or valuable and if he or she can carry out an action that will remedy that he has done: saying he is sorry, picking up his litter, completing the work missed or forgotten.

A minor violation may also be dealt with through collective reflection. This is a dialogue between the teacher and the students to deal with different situations which positively or negatively affect the atmosphere of the class. The objective is to strengthen class well being through promoting self-

control and solidarity. Class dialogues and discussions have a formative objective both for individuals and for the class as a group. Group dialogue emphasises the fact that school life takes place in groups which form a basic social unit for the students and that these require a vision of the common good wherein each student considers not only his or her own needs but those of others.

B. Sanctions for serious violations

The Key Stage Coordinator will speak to the student once again with the objective of promoting individual reflection on the part of the student, emphasizing the educational character of this and what is expected of him. The student is asked to consider why the regulation is important or valuable. The coordinator will also communicate the violation to the parents of the student by email or note. Should the violation be repeated or another serious violation incurred, the coordinator will give an after school sanction to the student and communicate this to his/her parents. This detention will be for the student to reflect on his actions and complete a task which rectifies these.

Student meeting with the Headmistress, who discusses the student's behaviour with him or her and explains the consequences of the student's actions for the school environment. The student will be asked to make a commitment to modify his or her behavior. This measure is used for serious or serious, very serious offenses and in the case of repeated minor ones. The parents or guardians should be informed of the meeting and resolutions reached by a letter or email and information about the incident entered in the school's files.

C. Sanctions for very serious violations

Very serious violations are sanctioned by the Headmistress or her representative. First she investigates and evaluates the situation and decides upon a sanction, which may include reparations, reflection, internal or external suspension as well as a meeting with the parents or guardian.

Internal Suspension: The suspension of a student from class is considered an exceptional measure, which is legitimate only when the situation actually poses a real and present risk to any member of the educational community. The suspension from class cannot be applied for periods that exceed 3 days; under exceptional circumstances it can be extended once for an equal period. This disciplinary measure allows the student to enter to school, but not to attend classes. The student will work in a place specified by the administration or School Life Committee under the supervision of a specialist. This situation will be communicated to the parents through a telephone call, email or personal interview. The duration of the penalty will depend on the offense. In the event that the student has an evaluation he/she should be permitted to do it so that his/her academic performances is not hindered. This type of penalty is for very serious offenses.

After three internal suspensions, the School Life Committee can refer the student to a psychologist or other specialist to evaluate the situation. If parents do not comply with the obligations set out in the reports, with prescribed treatments or the resolutions adopted, the School Life Committee can meet to recommend other disciplinary action. The whole process

should be duly noted in the student's records to facilitate monitoring of the case. If parents do not agree to abide by the decision of the Committee, the Head of the School Life Committee will call the parents in to discuss alternatives. .

D. Sanctions for extremely serious violations

Extremely serious violations are sanctioned by the Headmistress or her representative, with support from the School Life and Discipline Committee. Disciplinary measures for this level of misconduct include suspension for a period of not more than three days. If there is no improvement in the behaviour, other measures may be taken.

Suspension: The student may not attend school or any school events for a stipulated period. The student's parents will be informed of this disciplinary action by letter, phone or email. The duration of the suspension depends on the offense with a maximum limit of three days. It is the student's responsibility to make up work missed during the suspension. He or she will be allowed into school to take scheduled tests during this period as this measure is not designed to be detrimental to academic work. The student may be asked to write these tests in an alternate environment. This measure is used in the case of serious or very serious offenses.

Conditional Status is given for very serious offenses. This is expressed in a written agreement between the student's parents and the school stating that the student will remain on conditional status until his or her behaviour improves. If that does not occur, the school may proceed to other disciplinary measures.

Cancellation of Matriculation is used for very serious offenses. The student's parents will be informed in written form that the student will not be allowed to register for the coming year. The reasoning behind this measure and the procedures used to determine it must be carefully documented. This report will be sent to the parents during the process.

Expulsion: When a student exhibits behaviour in direct violation of school policy or behaviour which endangers themselves or others within the school community or which is considered a very serious offense, the student can be expelled from the school. All evidence related to this behaviour must be documented. Students who engage in behaviour which is penalized under the Criminal Liability Act, may jeopardize their continued enrollment at the International Preparatory School whether or not this action proceeds to trial.

Art. 25: LEGAL ACTION

The school reserves the right to take legal action, under the Criminal Liability Act, in cases where it is deemed appropriate, reporting to the relevant authorities any offense or crime that merits intervention in situations involving school activities on or off school grounds. Conversely, if a person or institution files a complaint against a student for behaviour which violates the school code of behaviour, an investigation must be carried out and, if necessary, the appropriate sanctions applied.

Art. 26: ALTERNATIVE MEASURES

For any of the above disciplinary measures related to serious or very serious offenses, with the exception of expulsion, the student may request that the punishment be changed to community service. This should take place outside of ordinary school hours, not compromise the student's dignity and be related to the offense. Sanctions such as these allow students to become more aware of the consequences of their actions, learn to take responsibility for themselves and develop a genuine commitment to repairing the damage they have caused.

a) Community service: an activity that benefits the school community or other supervised tasks within the local community. Examples: cleaning a patio space, helping care for younger students, helping in the library, etc.

b) Educational service: A student can prepare materials for another course, classify texts in the library or carry out a variety of tasks to improve educational resources. This should take place outside of regular school hours and be supervised by a teacher.

To make use of this benefit the student must submit a written request to the Headmistress, in which his or her parents agree to the request for community or educational service.

XVII. PROCEDURES FOR APPLYING DISCIPLINARY MEASURES

Art. 27: PROCEDURES

The following procedures should be followed in applying the disciplinary measures set out in this manual.

1. The teacher will deal with minor offenses in the classroom.
2. A written report must be sent to the Headmistress and entered in the school's data system after the 4th minor offense.
3. When there is a serious behaviour problem or repeated minor offenses, the teacher should request a meeting within 48 hours between the coordinator or Headmistress or her representative and the student to discuss the situation and the steps necessary to correct it. A written report of the meeting (which can be sent by email) will be sent to the student's parents. This should include a description of the incident as well as the student's written statement.
4. If the situation is not corrected or if there are continuing violations of the rules, the parents or the Headmistress may request a meeting with the parents to discuss the situation. If appropriate the student will also be present. The purpose of this meeting is to work out a joint policy to proceed to correct the behaviour causing the problem.
5. Once a sanction has been communicated to the parents in a document signed by the Headmistress or her representative, the student or parents have 3 school days in which to submit an appeal in writing to the Headmistress, who then has 5 school days in which to make a final decision.
6. If the Headmistress deems it necessary the case will be sent to the School Life and Behaviour

Committee for further consideration. The committee will assess the situation and offer an opinion.

Art. 28: APPEAL OF DISCIPLINARY MEASURES

- 1) An appeal by a student affected by the actions taken by the Headmistress or her representative shall be submitted, in writing, to the School Life and Behaviour Committee within 5 school days of the date on which written notice was sent to the student's parents or guardian.
- 2) The Committee's decision may be appealed to the Headmistress, in writing, within 5 days of notification of the decision of the School Life Behaviour Committee.
- 3) The Headmistress will make a decision within 5 working days. Such a decision, on behalf of the school, will be final.

A HARMONIOUS SCHOOL ENVIRONMENT

XVIII.: PROMOTING A POSITIVE SCHOOL ENVIRONMENT

The International Preparatory School has as one of its primary objectives the creation of an secure and happy environment which facilitates the development of our children, their attitudes and values in such a way that they are prepared to participate in the global society in which they are living.

The International Preparatory School recognizes the responsibility of the school and the school community to provide an atmosphere in which students feel secure and safe, where they can study to the best of their ability without fear or harassment. It is our goal to provide such an atmosphere, one in which all members of the community work together with respect and harmony. We must all join together to protect our students and prevent their exposure to risks which can be avoided by learning to interact positively with others to resolve conflicts peacefully through dialogue. At the same time, students should be taught, through orientation classes and workshops, how to deal with problems such as discrimination, harassment, bullying and sexual abuse. We have therefore written this Handbook and Code of Behaviour to help us reach the goal of providing a safe, caring environment for study and development.

Therefore a School Life and Behaviour Committee has been established to propose, study and implement plans and programs that contribute to good relations in and outside the classroom, and also to develop plans and programs to prevent and resolve conflict, particularly those related

to bullying or abuse, to aim for a climate of acceptance, security, development and respect for all members of the educational community, ie, promoting a healthy school environment.

We understand "harmonious relationships" as the potential that people have to live with others in a framework of mutual respect and mutual solidarity. Harmonious relationships between different members of the educational community have a significant impact on the socio-emotional, intellectual and ethical development of the students. This concept is not limited to relationships between people, but includes types of interaction between the different sectors that make up the educational community, and therefore constitutes a collective construction and the responsibility of all those involved in the educational process

Article 29: FUNCTIONS OF THE SCHOOL LIFE AND BEHAVIOUR COMMITTEE

The Committee's functions include but are not limited to the following:

- Propose or adopt measures and programs conducive to maintaining a healthy school environment;
- Design and implement plans to prevent school violence;
- Inform and train all members of the educational community about the consequences of abuse, harassment or bullying and any conduct contrary to sound school life;
- Consider the reports and research presented by the School Life and Behaviour Officer;
- Request reports and records from teachers or other members of the school community.
- Determine, in general, what kind of offenses and disciplinary measures are within its own jurisdiction and which can be solved directly by teachers or other authorities as well as the procedures to be followed in each case.
- Apply sanctions after considering all the evidence.

Art. 30: SCHOOL LIFE AND BEHAVIOUR OFFICER

The School Life and Behaviour Officer will monitor agreements and decisions made by the committee and when appropriate investigate and report on matters related to the school environment. There is a direct email to contact the committee in matters regarding discipline: convivencia@tipschile.com

Policies to promote a positive school environment

Art. 31: A framework of mutual respect and solidarity is expected to promote a positive school atmosphere. It is the responsibility of all members of the school community to keep this atmosphere strong through courteous and positive conduct.

The International Preparatory School has developed these policies to promote the development of a positive, caring environment.

1. **Be Polite.** Politeness and kindness should be exercised in everyday matters.

Courtesy, a caring attitude and respect towards others is of great importance in developing the atmosphere needed not only for everyday life but also for optimal study conditions.

2. **Develop and promote reflective dialogue.** Dialogue between members of the school community will help all to resolve differences in a peaceful and mature manner. Learning to use dialogue creates an internal method to resolve difficult situations and therefore does not depend on external rules or regulations. Peaceful management of disputes is an important skill not only for the school community but for the larger world community.
3. **Promote the development of democratic decision-making.** It is important for young people to learn how to learn to live in a society in which decision making is a collaborative and shared experience.
4. Establish a safe school environment. The school has a **School Life and Behaviour Officer** and a **School Life and Behaviour Committee** to identify and propose actions to promote a positive and safe school environment. These are their objectives:
 - a) Establish and maintain a physically safe and friendly environment where students feel secure, where they are encouraged to speak and to be heard.
 - b) Students should understand that there are adults in the school to whom they can turn if they have problems or need help.
 - c) Include activities and opportunities in the curriculum to help students develop the skills needed to keep them safe from harm.
5. **Orientation classes** are held for one period a week in every class from Year 2 up.
 - a) From Year 2 to Year 5 there will be guidance on topics such as child abuse, privacy, social and emotional skills, empathy, rejection of all forms of violence and discrimination.
 - b) From Year 6 and up topics will include guidance on communicating effectively with family, identifying adults who can be trusted, recognizing risky situations and the need for caution when sharing personal information.
 - c) To ensure that the school community is involved in issues relating to school safety, there will also be information sessions for parents and guardians on the same topics covered in the orientation classes.

Art. 31: ACTIVITIES TO PROMOTE A POSITIVE ATMOSPHERE AND COLLABORATIVE LEARNING

Promote collaborative learning. The experience of working together to solve everyday problems is a great group learning opportunity. Students should learn to work together

to achieve their joint goals

1. The School Houses

T.I.P.S. has a system of “Houses” based on that used in many British schools. Our four houses are: St. Andrew, St. David, St. George and St. Patrick. The house system is intended to promote greater integration among students of all ages and cultural backgrounds, to develop the dynamics of school spirit and to encourage inter-house activities. It is also intended to develop qualities of leadership, especially among older students, who organize many activities for their houses. Each student is placed in a house upon enrollment in TIPS.

Each house is made up of students from different classes, from Pre-Kinder to Senior School, with a Captain and a Vice-Captain from the upper grades. As students participate in sports, cultural, social and educational activities, they earn points for their houses. At the end of the year a trophy is awarded to the house with the most points. Events might include Crazy Hat Day, Famous Person Day, Backwards Clothes Day, etc.

2. Big Brother/Big Sister is a programme designed to reinforce the “family” feel of TIPS and create different opportunities for older and younger students to interact and help one another. All students are involved in our Big Brother and Sister programme, with students from Playgroup to Year 3 paired with students from Year 4 to Year 13. Every two weeks the older students visit the younger ones in their classrooms for twenty minutes, to read and talk to them. This programme helps students improve confidence in their reading skills. There are opportunities for either student to lead the reading or discussion. Other activities, such as art projects, may take place within this programme throughout the year.

3. Assemblies, which each year group presents one or twice during the year, are an important way that students at TIPS share their work and ideas with the rest of the school. They involve great effort on the part of students and teachers as well as providing opportunities to develop self-confidence and the ability to work as teams. Parents can also share and appreciate the work that their children and other students have done by attending the assemblies.

4. Team Building promotes harmony within the educational community.

XIX. INTERACTION AND CONFLICT RESOLUTION BETWEEN MEMBERS OF THE EDUCATIONAL COMMUNITY

The interaction between members of the educational community is a central component of school life. Relationships between members of the community require reciprocity in respect to the rights and duties of each member. Recognizing that the existence of different interests and positions within the school community may generate conflict and situations that may affect the quality of school life, it is necessary to understand, address and resolve these conflicts and situations before they become difficult to reverse.

Art. 32: Distinguishing between types of disagreements

Although someone's primary intention may not be to harm another person, a potentially conflictive situation must be observed, the context noted and decisions made to facilitate a return to an environment which favours the formative aspects of education. We should keep in mind that our primary goal in managing conflict is to build and maintain an environment in which each student's personal, social and academic development takes place under optimal circumstances. It is necessary to observe and understand the motivation and personal or social factors that are generating violent behaviour. We can then deal more effectively with it.

The first step is to clarify what type of situation is involved before deciding whether a sanction will be applied and what this will be. Once the type of situation has been clarified, an appropriate procedure can be initiated. Dealing with aggression, conflict and bullying require different approaches.

Art. 33: Aggression between children and the development of social skills

Children who are angry and aggressive need support and coaching to help them manage their behaviour and responses in the classroom, on the playground, with friends, and at home. Although many children have occasional outbursts of anger and aggression, the children who consistently have difficulty controlling their emotions and behaviours are the ones who need more support in developing social skills.

It is essential that the student learns to manage his or her emotions appropriately. He or she should be instructed in how to identify and manage his or her emotions and learn alternative ways of dealing with stress through self-control and self-development. This will aid the person to avoid transforming his or her stress into conflict.

When children do not have the social skills or self-control to manage their behaviour, these must be developed. When children can't find the words to deal with aggressive feelings or are not encouraged to express themselves, they become frustrated. At other times, children cannot cope with growing levels of anger in themselves or in others. In both cases, children need to learn acceptable ways to assert themselves and to learn coping skills.

Many researchers conclude that the most crucial phase for averting aggression is that of prevention. During this phase, the emphasis is on creating an atmosphere that is less susceptible to aggressive outbursts. Positive feedback for the purpose of reinforcing appropriate behavior should be frequently applied. Likewise, the teacher should be more sensitive to minor behavioural

changes that may signal the development of aggressive behavior. The following techniques may help development of a classroom environment that serves to prevent aggressive behavior:

- **Support from Routine** Often the student with challenging behavior finds changes in class activity and teacher expectation difficult to handle. However, by displaying a chart of expectations and events for the day or week, a more predictable and secure environment is provided for the student. It is also important to teach, reinforce, and re-teach routines and procedures for all aspects of the student's day.
- **Interest Boosting**
This method involves two techniques: the first is to show a personal interest in the student and his or her behaviours; the second is to engage the student in a subject of interest. These methods have shown to be effective for redirecting the student. By boosting the interest of the student and interest in the student, minor behavioral changes may be diverted.
- **Positive Feedback**
Positive feedback should be the product of all interactions with students.. This technique involves praising a specific behaviour, rather than the student himself. The purpose of positive feedback is two-fold: 1) to state the appropriate behaviour that should be repeated by the student and, 2) to supply a positive social consequence that may increase the possibility of future occurrences of the appropriate behaviour. Additionally, positive feedback should follow interest boosting. By boosting the interest of the student, the teacher creates an environment where positive feedback is warranted and aggression formation is averted. Feedback in this form should be positive, specific, immediate, and true. For example: "Good job sharing the crayons with Lisa, John" or "Tom, I like the way that you helped Matt clean up the science experiment materials – Nice work." (More information: "Preventing Aggression in the Classroom" by Paul Zions of Kent State University and Sara Sibilsky Byrd of the University of Kansas.)

In addition to these measures, the teacher, who is familiar with and comfortable with, may introduce mindfulness or yoga techniques in the class to create a positive environment.

Art. 34: Conflicts in the educational community

In situations of conflict between peers (between children, youth, adults) techniques of peaceful conflict resolution are generally successful. The fundamental requirement is the intention and will of those involved to solve the problem. It should be understood that the resources and strategies used to resolve a conflict, will be in absolute relation to the age and emotional and social development of those involved. To resolve the conflict, there are several alternatives:

Methods for peaceful resolution of conflict

1. Negotiation is conducted between the parties in conflict, without the intervention of a third party. Those involved discuss how they can overcome their differences and reach a solution acceptable to both. The expected outcome is a compromise.

This strategy can also be applied between people who are in hierarchical asymmetry (a teacher and a student, for example), as long as there is no illegal use of power by one party.

2. Arbitration is a procedure guided by a responsible adult who provides guarantees of legitimacy to the educational community. Through dialogue, careful listening and reflection on the positions and interests of those involved, the arbitrator proposes a fair and mutually formative solution.

3. Mediation is a method in which a person or group of people outside the conflict help those involved to reach an agreement and/or resolution of the problem without establishing sanctions or blame. The objective of mediation is that all involved learn from the experience and commit to their own learning process. It is important to note that mediation does not apply when there has been an unlawful use of force or power, because this strategy is not intended to punish abusive behaviour.

Art. 35: Protocol for the Pacific Resolution of Conflict through Mediation

When a conflict between parties has occurred, the parties involved are invited to participate in a dialogue by the School Life and Behaviour Officer or another person designated for this effect.

In this interview, the mediator must follow these steps:

1. The purpose of this meeting is to resolve the conflict through dialogue. Openness and respect by the participants during the discussion are required.
2. The mediator asks each one separately to relate what happened.
3. The students are guided to indicate the specific behaviour that generated the conflict. This may differ according to the party involved.
4. The students are asked to express the emotions they felt during the conflict.
5. Expectations: they are asked to indicate how each would have liked the other to act.
6. Each student is asked to recognize their responsibility in the conflict.
7. Commitments: written and signed agreements are expected from both sides and a commitment to act according to these in any future conflict.
8. Consequences: Depending on the nature and seriousness of the conflict, other sanctions may be imposed. These will take into consideration the responsibility of each person involved.
9. If necessary, the students will be summoned again for a closing meeting to clarify information, establish further agreements and discuss progress in maintaining the agreements. A written record of issues and signed agreements will be kept.

Art. 36: Conflicts Involving Violence and Mistreatment

In some conflict situations, however, there is the unlawful use of force or power in an intentional act or omission, whether physical or psychological, conducted in written or verbal form or through technological or cyber means, against a member of the school community, whenever the following conditions are produced:

- A reasonable fear of physical or psychological damage to one's private life, property or other rights;
- A school environment that is hostile, intimidating, humiliating or abusive, or
- Interference with or impeding in any way a student's academic development, or his or her emotional, moral, intellectual, spiritual or physical well-being.

The school considers the following actions, among others to be violent or to constitute harassment:

1. Physically assaulting, beating or using violence against a student or any other member of the school community;
2. Assaulting verbally or psychologically any member of the school community;
3. Intimidating, threatening, blackmailing, harassing, making fun of a student or other member of the school community (e.g. using hurtful nicknames or taunting someone about their physical characteristics, etc.);
4. Discriminating against a member of the educational community, either because of their social or economic status, religion, political or philosophical thought, ethnicity, name, nationality, sexual orientation, disability, or any physical defects;
5. Threatening, attacking, injuring or disparaging a student or any other member of the educational community through chats, blogs, photo blogs, text messages, emails electronic forums, servers that store videos or photos, websites, phones or other technological means, virtual or electronic;
6. Posting, transmitting or disseminating by any cyber means incidents of abuse at school;
7. Display, transmit or distribute by any means cyber school bullying behavior.
8. Making threats or attacks of a sexual connotation, even if these do not constitute a crime;

Art 37: Protocol in the case of possible violence between students.

1. Faced with a possible situation of physical or psychological violence between students witnessed by a school staff member, this person must intervene immediately, asking for help to separate those involved if necessary. In any case of violence, the primary objective of the staff member in intervening is to stop the interaction and calm the situation down.
2. In the case of minor instances of conflict, if those involved calm down and apologize, it will be considered a casual situation and no further measures need be taken. Once the situation is contained, the person who witnessed the situation, should contact the coordinator of the Key Stage (cycle) or the School Life and Behaviour officer who will record the fact in the resume of the students involved.
3. If those involved do not calm down, or if the situation continues or is not resolved, the member of staff who witnessed the situation should contact the Key Stage coordinator or School Life and Behaviour Officer by the quickest means, to take control of the situation. This fact is then recorded in the school's incident book. The following information must be indicated: name and class of the students involved, staff members who witnessed the conflict and intervened, potential witnesses, a description of the incident and actions taken.

4. This information should be sent to the Director, as well as the class teacher in the case that the incident was witnessed by another staff member.
5. Once this information is received by the Director, she will, with the collaboration of the School Life and Behaviour Officer, determine whether or not to initiate an investigation, which must be initiated within 24 hours of the incident.
6. The investigation will continue according to the procedure laid down in Art. 40 of Title XIV.
7. For any incident that is not a casual situation, the parents of the students involved will be notified.

Art. 38: Protocol in the case of possible violence between a student or students and an adult

1. Faced with a possible situation of physical or psychological violence involving a student and an adult, whoever the eventual victim and the eventual aggressor, the person witnessing the event must intervene immediately, asking for help to separate those involved if necessary. In any case of violence, the primary objective of the staff member in intervening is to stop the interaction and calm the situation down.
2. Once the situation has been calmed down, the staff member that witnessed it should contact the coordinator of the Key Stage or the School Life and Behaviour Officer, by the quickest means possible, to take note of the fact and record it in the minutes of the school incident book. The following should be recorded: the name and course of (the) student(s) involved (s) and identification of (the) adult(s) involved and the staff member or members who intervened, possible witnesses, a description of the incident and actions taken.
3. This should be sent to the Director or her representative, as well as the class teacher if the incident was witnessed by another staff member.
4. Once the information is received by the Director, this with the participation of the School Life and Behaviour Officer will determine if an investigation is necessary. This must be started within 24 hours of the incident.
5. The investigation will continue according to the procedure laid down in Art. 40 of this Title XIV.
6. The incident, it will notify the parents of him (the) student (s) involved..

Art. 39: Protocol in the case of a complaint of possible violence

1. Any member of the school community who witnesses, becomes aware of or is the victim of a situation of physical or psychological violence between students or between student(s) and adult(s) must report the situation.
2. A written complaint can be delivered personally to the school, either to the director's office or to the School Life and Behaviour Officer or by email to convivencia@tipschile.com. The complainant should identify him or herself, describe the situation involved and identify witnesses, if there are any, together with a description of the facts underlying the complaint and the date of the incident.
3. If the complaint is presented verbally or by phone call, the person receiving the complaint must note the date and time of receipt of the complaint and the name of the complainant, along with its contents, specifically the description of the facts, the date of occurrence, and the name of those involved and witnesses if any.

4. The School Life and Behaviour Officer or, in her absence, the Key Stage coordinator should be notified immediately and the complaint entered in the school incident book. The Director should be notified that a complaint has been received and registered.
5. The Director and the School Life and Behaviour Officer will initiate an investigation with 24 hours of receiving the complaint.
6. The investigation will continue according to the procedure laid down in Art. 40 of this Title XIV.
7. In the complaint, it will notify the parents of him (the) student (s) involved (s).

Art. 40: Procedure for the investigation

1. All research is initiated by a person appointed by the Director or whoever is replacing her. This person shall have the authority to carry out all the steps necessary for the investigation, including conducting interviews, requesting and collecting reports and evidence, etc.
2. The person in charge of the investigation, with the support of the school psychologist, will interview the person making the complaint and the person indicated in the complaint separately, leaving a written report of the findings.
3. Whenever those involved agree, they should first attempt mediation and conciliation. This process should follow the Mediation Protocol mentioned in Article 35 of this Regulation.
4. If mediation is not possible or the severity of the facts do not permit this, the investigation will continue in order to determine possible responsibilities. The investigative research should continue taking all necessary steps to protect the rights and integrity both of the possible victim as well as of the possible aggressor.
5. The next step will involve interviewing witnesses, if any. The testimony of witnesses shall be made individually and in a reserved manner. Their statements must be recorded in writing, in a document to be signed by the witness and the investigator.
6. If the investigator deems it necessary, the parents or guardians of the students involved should be interviewed separately and the situation communicated to them, including the steps to be followed. They should receive all pertinent information. These conversations should be recorded and signed by the parties present.
7. After completing his/her investigation, the investigator will report his findings to the Director, who will analyze the information received and make a decision.
8. The School Life and Behaviour Committee shall be informed of this decision through a resolution. In addition the students involved, the coordinators, the class teacher and the parents of the students involved will be informed.
9. The Director will decide if a sanction is warranted and will impose one in accordance with those permitted in this regulation.
10. If the responsible party is a parent or guardian of a student, it may be necessary to request a change of guardian. In cases involving serious misconduct a parent or guardian may be prohibited from entering the school grounds.
11. A decision may be appealed to the School Life and Behaviour Committee within 5 working days of notification of the resolution. The committee has 5 days to reconsider the sanction

and make a final decision.

Art: 41: General Rules

1. In any situation of possible violence that may constitute a crime, it will be reported immediately to the appropriate law enforcement authorities so that they take the necessary measures.
2. If the investigation establishes that there has been aggression by a school employee, the direction of the establishment shall take appropriate action in accordance with the provisions of the employment contract, the Labour Code and / or the teachers' statute, and the Internal Regulations.

Art. 42: Conflicts Involving Bullying

The Chilean School Violence Act defines Bullying as the activity of repeated, aggressive behavior intended to hurt another person, physically or mentally. Bullying is characterized by an individual behaving in a certain way to gain power over another person leaving the latter defenseless, causing humiliation, fear of being exposed to further such acts and other negative effects, through physical or psychological contact or technological means. [LSVE Article 16.B (LGE)]

Cyberbullying is defined as the use of information and communications technology such as email, mobile phone messages, instant messaging, personal sites and humiliating behavior online of a personal or defamatory nature, by an individual or a group who deliberately, repeatedly and in a hostile manner, is intended to damage another.

Art. 43 : Differentiating between Bullying and other forms of violent behaviour

Unlike other forms of aggression that occur in the educational community, which can be occasional and take place without witnesses, bullying is only possible to the extent that there are other stakeholders to support the action. To deal with bullying appropriately it is essential to pay special attention to all the students involved, to break the law of silence that works in these cases, and to encourage the development of social skills and values that prevent it from recurring. Since this is a form of violence there is a need to pay particular attention to the following:

- a) Hurtful nicknames or repeated taunts directed to a student for a physical characteristic, psychological, ethnic or other reason. These should not be tolerated as "normal" as they are demeaning and can damage the self-esteem of a student.
- b) Lack of communication and dialogue fosters the development of myths and secrets that make it difficult to deal with bullying. The school needs to open and strengthen communication in order to generate trust between all members of the school community.
- c) Bullying cannot be justified. Phrases such as "he or she is annoying or likes to be bothered" only reinforce these practices. A child being bullied by his or her peers, develops strategies to deal with

the situation that sometimes are not appropriate to his or her self-development.

d) Open conversation about bullying should be encouraged so that the practice of keeping silent is eliminated.

e) Constant harassment or bullying violates the dignity of the person and is intended to cause harm. It is difficult for a child or young person to recover from. Therefore it is necessary to be aware of subtle instances which are sufficient to warrant a call for reflection and correction.

f) In this sense, the school must make an effort to develop the ability to distinguish or differentiate the intent of the communication or the facts. This does not mean making everything into a problem but to keep a sharp eye for small gestures or actions that are hiding situations that may cause injury to another person.

g) Observing these data could be extremely useful, so that we all learn to live together in solidarity and with respect for others in their diversity. In general, more experienced teachers tend to be good observers and can distinguish a joke from an ill-intentioned action. [MCE / SDR]

Art. 43: Protocol in the case of Bullying

School personnel must respond immediately to all incidents of bullying. An immediate response will stop the behaviour as it is occurring. As well, an immediate response is an opportunity to identify the behaviour as inappropriate and explain why. Intervention must occur even if the person being bullied does not express overt disapproval of the incident. Adult non-intervention establishes a climate of fear, reinforces students' beliefs that bullying will be tolerated, and enables bullying behaviours to continue. Once a staff member is aware of a bullying incident, he or she shall intervene immediately, or as quickly as reasonably possible, to address the bullying behaviour. All reports of bullying behaviour to any staff member will be taken seriously. Students and parents/guardians will be offered a variety of ways to report bullying behaviours, through an email, text, by telephone or in person to any staff member. The report may also be made anonymously in writing.

Art. 44: Procedure for the investigation

1. The staff member who observes a situation involving bullying will stop the behaviour, identify the persons involved, refer to classroom and/or school rules.
2. The incident will be reported to the Director or her representative and to the School Life and Behaviour Officer.
3. To establish that a situation involves Bullying, certain procedures have to be followed. The School Life and Behaviour Officer will coordinate in-depth interviews to investigate whether the situation meets the definition. The interviewees may include: the victim of Bullying, the student or students accused of Bullying, witnesses who were present, other students who are not friends of any of those involved, members of the year group and/or groups within the year group. A written record will be kept of the investigation.
4. The testimony of all interviewees shall be made individually and in a reserved manner. Their statements must be recorded in writing, in a document to be signed by each witness and the investigator.

5. If the investigator deems it necessary, the parents or guardians of the students involved should be interviewed separately and the situation communicated to them, including the steps to be followed. They should receive all pertinent information. These conversations should be recorded and signed by the parties present.
6. If, after the initial interviews or group dynamics, the situation is not yet clear, the School Life and Behaviour Officer shall determine the measures needed to continue the investigation.
7. If the investigation concludes that a student is guilty of Bullying, the School Life and Behaviour Officer will, with the advice of the Headmistress and class teacher, determine the sanction to be applied and the action plan to be followed. The final objective of both the sanction and the action plan is to provide an opportunity for the student to reflect on his or her actions and to remedy them. Alternative sanctions may be considered if it is thought that these will enrich the student's understanding of the damage he or she has done and lead to more positive behaviour.
8. The School Life and Behaviour Officer will hold a meeting with the student's parents and class teacher to deliver a report on the information collected, inform them of the sanction to be applied and the plan of action to be followed. These facts will be noted in the student's electronic file.

Art. 45: Decisions and actions in relation to the student who has bullied someone.

- a) The School Life and Behaviour Officer will communicate the sanction and action plan to the student discussing why a certain sanction has been given and an action plan decided upon. The objective of the meeting to help the student develop a more positive and kinder disposition towards others so that he or she will no longer use bullying in his or her future interactions with others.
- b) The School Life and Behaviour Officer, together with the class teacher, will be responsible for monitoring follow-up. Parents will be informed of class or group interventions when this is deemed appropriate.
- c) The parents must be informed if the school psychologist will work with the child as part of the action plan. If the school psychologist deems it appropriate, the student may be referred for psychological evaluation or other tests by an external consultant.

Art. 46: In relation to the victim of Bullying

- a) The School Life and Behaviour Officer and class teacher will meet with the parents of the child involved to deliver a report on the information collected and to establish a plan of action which will support the student involved to overcome the effects of bullying.
- b) The School Life and Behaviour Officer will be responsible for monitoring the victim with support from the class teacher.
- c) Parents will be informed of class or group interventions when this is deemed appropriate.
- d) The parents will be informed if the school psychologist will work with the child as part of the

action plan. If the child requests not to be monitored by the school psychologist, this request will be respected and the parents informed that monitoring will be conducted by the Headmistress or another person designated by her..

e) If psychotherapy is needed, the child's parents are responsible for providing this through an external consultant.

f) The School Life and Behaviour Officer will inform subject teachers and coordinators of what has happened and ask them to cooperate in monitoring the situation.

Art. 47: Monitoring the procedures related to bullying

After one month, the Headmistress shall inform the parents of both parties separately, of the results of the action plan. She or he will keep them informed of any new incidents involving bullying of their child.

The class teacher and /or School Life and Behaviour Officer shall keep track of the status of Bullying with the parties directly involved as well as with the year group and friends of the victim and/or bully.

Art. 48: In case of repeated bullying, the disciplinary measures imposed by the School Life and Discipline Officer can include the following:

- Temporary suspension;
- Conditional student enrollment;
- Non-renewal of enrollment for the next school year;
- Expelling the student from the educational establishment. This is applicable only in serious cases after all other measures have been exhausted and with full respect for the principle of due process.

Art. 49: Procedures for appealing a sanction related to Bullying

a) An appeal by either the victim or the perpetrator or their parents must be submitted in writing to the School Life and Behaviour Committee within 5 school days of the date of written notification of the sanctions applied. In the case of an appeal of the disciplinary action taken by the School Life and Behaviour Officer, this person will be excluded from any decision made by the appeals committee.

b) The decision of the Committee may be appealed to the Headmistress, in writing, within 5 days of notification of the decision of the School Life and Discipline Committee.

c) The Headmistress will make a decision within 5 school days. This decision is final.

XX. PROTOCOL ON SEXUAL ABUSE

The school believes that the prevention and response to situations of child sexual abuse is an unavoidable ethical and legal task involving the whole school community. There must be an open dialogue that promotes an educational environment that is oriented towards the detection and prevention of sexual abuse directed towards children and adolescents in all forms.

Sexual abuse is a crime, and as such is subject to criminal penalties. Sexual abuse includes all behaviour defined as such under existing Chilean law including those defined in Articles 361-367 of the Penal Code (rape, sexual abuse, production or storage of child pornography, trafficking and solicitation of sexual services for money or other benefits).

In the case of suspected sexual abuse, the school shall take all measures necessary to protect the child, reporting to the competent authority according to the procedures defined as follows.

Art. 50: Procedure for suspected sexual abuse:

At the first signs of physical, behavioural, emotional or sexual factors that raise the possibility of sexual abuse:

- a) Immediately inform the school administration, which will order a rapid internal investigation conducted by a qualified professional who will collect statements and all materials related to the situation and submit this report to the Headmistress within 24 hrs.
- b) The Headmistress will inform the parents of the child of the suspicions which have been raised and request a psychological evaluation with a specialist indicated by the school to confirm or rule out the suspicion. The information which has been collected will be given to the specialist involved.
- c) If the psychological evaluation confirms the suspected sexual abuse, the Headmistress will submit a complaint to the competent public authority, accompanied by a complete report of all the data collected within 24 hours.
- d) If the psychological evaluation rules out suspected sexual abuse, the Headmistress will suggest that the student receives the attention needed to address any psychological problems that may be affecting him or her.

Art. 51: When there exists clear evidence of sexual abuse

- a) Immediately inform the Headmistress;
- b) A written report should immediately be presented to the appropriate legal authorities accompanied by the existing evidence. It is not the role of the school to investigate these cases. In serious cases of suspected or proven abuse, the complaint must be filed with 24 hours of the criminal act to:
 - The Public Defender
 - Carabineros de Chile
 - Policía de Investigaciones

- Forensic Service (In case of rape or violent sexual assault, a complaint can be filed with the police at the service.)
- Public Ministry
- Hospitals (In the case of sexual or physical injuries; a complaint can be filed with the police at the hospital.)

c) The Headmistress will notify the parents or guardians of the student involved in writing.

d) The Headmistress shall inform the teachers and members of the school community, protecting the privacy of those involved.

e) No judgments shall be made nor any mention of possible perpetrators as this is a matter for judicial inquiry.

3. Should suspicion fall on someone in the community the school shall apply the following procedures:

a) The Headmistress shall request a written, signed statement from the person reporting the situation.

b) If the suspect is a student, the parents will be informed and the student will be suspended until the situation is clarified.

c) If the suspect is a parent, he or she will be prohibited from entering the school until the situation is clarified.

d) If the suspect is an employee, he or she will be suspended from duty until the situation is clarified.

XXI: PROTOCOL FOR THE PROTECTION OF PREGNANT STUDENTS AND MOTHERS OF INFANTS

Under Chilean law the right of a pregnant student or the mother of an infant to continue her education in the educational establishment where she has been studying is guaranteed.

Art. 52: A student who is pregnant or has an infant of less than a year old has the right:

1. To be treated with respect by all people who work in the educational establishment where she is a student.
2. To be given all the facilities necessary to attend regular prenatal and postnatal check-ups and to take her infant to all medical controls needed at the corresponding medical center.
3. To receive facilities for assessment, special pedagogic support and a flexible calendar for tests and examinations.
4. To be exempted from the rule which requires 85% attendance when her absences are related to her pregnancy, delivery, post delivery condition, illness of a child less than a year old, medical appointments and controls, when these are prescribed by the attending physicians.
5. To be promoted with a percentage of attendance less than that formally required when these

absences have been justified by the attending physician or are noted in a medical control document, provided that the student has the grades required to pass (see Evaluation Manual).

6. To facilities which allow her to fulfill her duties as both a mother and a student during the period of lactation.

7. To participate in student organizations and all classes of events, such as graduation ceremonies and extracurricular activities.

Art. 53: A student who is pregnant or has an infant less than one year old has the responsibility:

1. To regularly go to medical controls related to pregnancy, post pregnancy and the health of her child at the corresponding medical center, providing all the documentation needed.

2. To justify absences due to health problems by providing the appropriate certificates and by informing her teacher(s).

3. To attend physical education classes and be evaluated. However, she is exempted from attending for six weeks after the birth of the child and whenever the attending physician deems necessary. In this case a written document should be provided.

Art. 54: The father of a child that is less than one year old shall also receive support to fulfill his duties as a father. He will be allowed to have excused absences when he is needed to care for the child, to take the child to medical appointments or to care for a sick child. The father will need to present the necessary documentation for this benefit.

XXII. DISTRIBUTION THE MANUAL

Art. 55: The school shall take the actions necessary to ensure that this Handbook and Code of Behaviour is fully disclosed to the education community through all means available.

Including:

- school website (www.tipschile.com)
- Email to parents and guardians
- Documents printed for the school community
- Orientation meetings and work with students

The TIPS Handbook and Code of Behaviour has been drawn up using the following sources:

La Ley General de Educación (LGE, 2009)

La Ley N° 20.536, (LSVE) sobre Violencia Escolar, publicada el al 7 de septiembre de 2011

Prevención de Abusos Sexuales en Niños, niñas y Jóvenes en el ambiente escolar Arzobispado de Santiago, Vicaria para la Educación

La Convivencia Escolar en el contexto del Plan Escuela Segura
Unidad de Transversalidad Educativa, División de Educación General, Mineduc

Conviviendo Mejor en la Escuela y en el Liceo
Orientaciones para abordar la Convivencia Escolar en las Comunidades Educativas Unidad de Transversalidad Educativa, División de Educación General, Mineduc

Orientaciones para la Elaboración y Actualización del Reglamento de Convivencia Escolar,
División de Educación General, Ministerio de Educación, Nov. 2011

School Life Development Plan

Good school life:

“We understand by Good School Life the harmonious existence of different members of the educational community in a positive atmosphere which helps the school reach its educational objectives and allows the full development of our students. “

Law 20,536, Article 16 A, Ministry of Education, Chile (2011).

Introduction

The International Preparatory School Handbook emphasises that the school directs its efforts towards building a community based on respect for all of its members and in which responsibility is shared for the benefit of all. An important objective is to provide the best possible learning environment in which each child can fully develop his or her potential together with a global vision of the world. As a community, the school is composed of students, parents, alumni, administrators, faculty and staff, all working together to create a positive and productive environment in which conflict is settled through peaceful means.

As stated in the Handbook, all members of the school community have rights and duties. Rights are inherent to all human beings and are compulsory, universal, inviolable, indivisible, interdependent and inalienable. Duties must be met to ensure the effective exercise of our rights and are instrumental to achieving human dignity. All members of the school community should promote a positive school environment and observe the highest standards of respect and tolerance, treating others with dignity and fairness. We also want a friendly school, a place where newcomers are welcomed and made to feel at ease. To reach this goal we are implementing some new measures in 2016 in addition to continuing to develop measures to ensure the smooth and peaceful functioning of our community.

I. General objectives of the School Life Development Plan

We will continue to monitor high movement areas especially when students are entering or leaving the school and during recesses. To ensure that no complications arise at these times, there are teachers on duty to help students, to ensure that they are polite and cooperative. If there is a moment of conflict, they may ask a child to reflect on what he has done and perhaps apologize to another child.

There will be regular conversations within the classes about the importance of asking for help in situations which children may find difficult to solve on their own. We would like to avoid situations involving conflict and, if these occur, to help all members of the school community to solve them peacefully. We want our students to understand that their are adults available to guide and help them in this process. These conversations will be led by the educator who is giving orientation classes.

There will be regular discussions on how to resolve conflicts peacefully and the importance of accepting people different from ourselves. Interpersonal relationships within each class will be analyzed so that students become aware that, although these may be complicated, talking about them can make them less so. We would like our students to become more sensitive to the needs of others and more at peace with themselves. These talks will be lead by the class teacher.

Another area we will like to focus on is digital literacy. We would like our students to understand the rights and responsibilities of digital literacy and learn to behave safely and responsibly when participating in our digital world. The IT teacher and the class teachers will work together on this objective.

II. The Friendship Plan

The school will put friendship benches in different areas of the school. A friendship bench is a special place in a [school playground](#) where a child can go when they want someone to talk to. Friendship benches will be in open places so that the child using the bench will be noticed quickly.

When a [child](#) feels the need for a friend to talk to, he or she can show this by using the friendship bench. Other children and staff will recognise this as a sign that some help, support or comfort is needed and will come to talk with the child.

The friendship bench is a means by which a child can seek support without the need to rationalise their feelings or to seek-out a particular member of staff or special friend. Because the bench is in the day-to-day environment of the school it can be used at any time and for any reason—from seemingly trivial matters to more serious concerns—and encourages children to ask for help when they are troubled.

III. Focus on the Rights and Responsibilities of Digital Literacy

Children and young people today are using the immense power of digital media to explore, connect, create, and learn in ways never before imagined. With this power, young people have extraordinary opportunities, and yet they face many potential pitfalls. Meanwhile, schools are dealing with the associated ramifications – for example, cyberbullying, digital cheating, desensitisation and the lack of understanding of permanency and replication. These safety and security concerns underscore the need for children and young people to learn -- and for teachers to teach -- digital literacy and citizenship skills and for schools to support their pupils to act responsibly and to use the internet in a better way. From the South West Grid for Learning (<http://www.digital-literacy.org.uk/Introduction.aspx>.)

Objectivos:

Key Stage 1

Students learn that they can go to exciting places online, but they need to follow certain rules to remain safe. They learn that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them.

Pupils and students learn that many websites ask for information that is private and discuss how to responsibly handle such requests.

Key Stage 2

Students explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords.

Students explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages.

Students consider that they may get online messages from other kids that can make them feel angry, hurt, sad, or fearful. They identify actions that will make them upstanders in the face of cyberbullying. They explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises.

Key Stage 3

Students explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords.

Students learn strategies for guarding against identity theft and scams that try to access their private information online.

While acknowledging the benefits of online talk and messaging, pupils and students learn how to

handle
situations or online behaviour which may make them feel uncomfortable.

Key Stage 4

Students are introduced to the benefits of sharing information online and the potential risks of sharing inappropriate information.

Students learn that everything they or anyone else posts about them online becomes part of a public online presence known as a digital footprint.

Students reflect on their responsibility to protect the privacy of others when posting information about them online.

We these measures we hope to enrich the school experience here at TIPS.