

Summary of co-habitation regulations

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Current situation of coexistence

We are currently in the seventeenth year of operation of our centre and we can say that coexistence has evolved very positively over the years. At first, the number of students was lower, but there were more problems than there are today, with a much larger number of students in secondary school. Most of the problems were due to fights between students, often motivated by conflicts that came from outside the school. However, in recent years, these conflicts have been reduced and when a problem or confrontation arises, it is resolved through dialogue, with the intervention of tutors, Tutorial Action, Guidance Department and the "Peer Mediation" programme.

The behaviors that are most frequently criticized by teachers are those involving students who show little interest in their classes, who do not work, who do not bring the necessary material, who do not pay attention and/or distract their classmates, disrupting the normal progress of the class. They attach particular importance to the student's behaviour, which is disrespectful to the teacher, when it is accompanied by public confrontation and may involve undermining the teacher's authority vis-à-vis other students.

Special importance is also given to conduct that involves discrimination, racism or xenophobia, although, in general, the foreign population registered in our centre is well accepted. However, discriminatory behaviour, rejection or exclusion of other students due to physical or customary differences that do not fit in with those accepted and assumed by the majority has occasionally been observed.

The families are mainly concerned about the actions of the students that interfere with the process of teaching and learning of their children and that prevent the classes from taking place in the best conditions and not being able to take advantage of them properly. They are also concerned about the misuse of social networks that interfere with their relationships with peers.

Students attach the greatest importance to respect for their belongings and to ensuring that the behaviour of their classmates does not make it difficult for classes to run smoothly and that there is respect between them to avoid situations of harassment.

A special feature of our school is the fluidity of the teacher-student, tutor-student and tutor-family-student relationships. Every year we make an effort to foster dialogue and create a climate of trust among all of us who make up the educational community, in order to help our students in their academic, social and emotional learning process from all walks of life. This does not mean that the limits necessary for living together in the school are not set, but rather that they are based on commitment and self-reflection, and in this way we ensure that the students effectively assume compliance with the rules of living together.

Responses of the Centre to conflict situations. Involvement of teachers, students and families

The different sectors that make up our educational community have expressed their desire to develop a plan of coexistence with principles and values with which to identify and within the framework of which they can develop educational strategies that seek to continuously improve it. To this end, we advocate the promotion of mutual respect, dialogue, collaboration, solidarity, order and discipline through the following General Objectives of the Centre, with the attainment of which we seek to improve coexistence each course:

1. To ensure the internal order that allows us to achieve the educational objectives of our centre in the best possible way.
2. Disseminate and implement the I.R.R. among all members of the educational community, especially those articles referring to internal rules of coexistence, discipline, the description and qualification of faults and procedures for correcting behaviours that violate them.
3. To make all members of the educational community aware of the need to know and respect the rights and duties of students, teachers, families and administrative and service staff. Developing self-regulation skills that can be transferred to any area of life.
4. To promote, within the tutorial action plan, all those activities that favour order, discipline and mutual respect, among which the elaboration and monitoring of the specific rules of the class group, responsible choice of the group delegate, participation in the mediation programme, etc., should be highlighted.
5. Develop interest in cooperative and solidarity work, promoting teamwork as a factor of efficiency in the face of excessive individualism.
6. To favour the situations in which the student can participate in the organisation, development and evaluation of the different aspects of the academic life of the Centre.
7. To maintain, on the part of the teaching staff, a coherent, uniform and systematic line of conduct in the treatment of order and discipline.
8. To promote family-school collaboration through a constructive exchange of information that allows us to join efforts to achieve common goals and create communication channels.

All the courses prioritise some of these General Objectives, place special emphasis on them and establish, in order to achieve them, a series of actions, as well as the Centre's bodies responsible for implementing them and when. We are also currently establishing the processes for monitoring and quality indicators that assess the degree of achievement of these objectives.

Among the actions selected so far, we would like to highlight those that inform students about the operation of the centre and its organisation; those that involve the dissemination of the RRI in all sectors of the educational community; classroom debates on coexistence and on the rules that ensure correct work in the school; the collaboration of families through tutoring and the "Family School" so that they encourage their children to follow positive

behaviours that comply with the established rules; and the awareness of students to care for and maintain care and order in the centre.

A very important role in this task is played by the Tutorial Action Plan included in our Centre Project. At the school we place special emphasis on activities with the students that help them to achieve the social skills necessary to facilitate the coexistence, integration and participation of the students in the life of the school. In addition, through group tutoring and the Guidance Department, students learn about the RRI and discuss their rights and duties.

In addition to this eminently formative, internalisation work, we also respond with the application of the rules of coexistence established in our Internal Regulations, trying to observe the rules and correcting the behaviours that are contrary to them.

In each of the evaluation meetings, the tutors make an assessment of their group, indicating the general compliance with the rules of coexistence or the particular cases of conduct contrary to those rules, both in the classroom and outside it and mention the parts of conduct that have been in their group, as well as the causes that have motivated them. Once a quarter at the mentor meetings, the behavioral reports shall be recorded.

Relationship with families and the community

Families relate to the centre mainly through tutors, who can collectively convene parents, usually once a year at the beginning of the school year, or individually at least once a term.

The centre informs the families not only of the level of knowledge that the students acquire throughout the course but also of their competence and attitudinal evolution in the classroom. Families have immediate knowledge of any significant issues regarding student behavior, either through the Esemtia platform or by phone. The response of families is often prompt, responsive and collaborative.

Support is monitored daily via the Esemtia platform. Families must justify their absence through this platform and if they do not, they will be called by telephone to find out the reasons for the lack of attendance.

The centre has a notice board as well as a website where families can consult the rules for living together and find out about all the activities that are carried out in relation to living together.

Previous experiences and work related to coexistence

1. Elaboration and follow-up of specific rules for the group-class. Students and teachers in this group must comply with the standards set.
2. Compliance with the internal rules on co-habitation and the application of any corrections resulting from non-compliance.
3. Campaigns to clean the patio, classrooms and school, as well as recycling paper, organic, ink toner, batteries, water and plastics, with the participation of students and teachers.
4. Activities aimed at students within the Tutorial Action Plan, referring to social skills, promoting coexistence, integration and participation of students in the life of the school.
5. Special emphasis on solving any xenophobic or racist manifestations that may occur in the centre.
6. Review of the RRI by an RRI review committee.
7. Conferences and courses aimed at parents to help them in their role as educators.
8. In addition to the conduct reports, we have a register to detect possible cases of bullying.
9. Different members of the teaching team have carried out training courses related to coexistence in the classroom and in the centre.
10. Solidarity campaigns with different entities or NGOs, such as the Red Cross, Juanjo Torrejón Foundation, Caritas, Mary's meal, Association of Friends of Pinto por el Sahara...

Objetives and attitudes that are intended to promote

The Coexistence Plan of our School, following the indications of DECREE 15 /2007, of 19 April, which establishes the regulatory framework for coexistence in the educational centres of the Community of Madrid, aims to promote and develop actions related to the promotion of coexistence, involving all sectors of the educational community (families, students, teachers) in the dissemination, application and monitoring of the Coexistence Plan. This is reflected in the following objectives:

1. Develop a preventive intervention as a means to achieve a good climate of coexistence
2. To base personal relationships on mutual respect, understanding, solidarity, empathy and the internalization of the norms of coexistence.
3. Minimize classroom disruptive behaviors to avoid conflict.
4. Prioritize the resolution of conflicts in a formative manner through negotiation and the joint efforts of the teacher and students.
5. To act immediately in the face of conflicts.
6. Proceed with behaviour problems following common principles of action that guide the interventions of all teachers, avoiding contradictions.

7. Analyze the causes of the disruptive behaviors and try to solve them as a previous step to solve problems of coexistence.
8. Use punitive measures as a last resort to solve conflicts of coexistence, and only when motivational and educational strategies have not worked or when non-intervention can generate greater problems.

With these objectives in mind, the attitudes to be encouraged are related to the duties established in Royal Decree 732/1995, of 5 May, which establishes the rights and duties of students and the rules of coexistence in schools and in the Internal Regulations. The attitudes are as follows:

- a. to participate in training activities and especially in those aimed at curriculum development
- b. follow teacher guidelines regarding their education and learning
- c. Attend class on time.
- d. comply with and respect the approved timetables for the development of the Centre's activities
- e. to participate and collaborate in the improvement of school coexistence and in the attainment of an adequate climate of study in the Centre, respecting the right of their peers to education
- f. respect freedom of conscience and religious and moral convictions
- g. respect the dignity, integrity and privacy of all members of the educational community
- h. not discriminate against any member of the educational community on the basis of place of birth, race, sex, or any other personal or social circumstance.
- i. respect the rules of organization, coexistence and discipline of the College
- j. to keep and make good use of the Centre's facilities and teaching materials and to respect the belongings of the other members of the educational community.

Activities envisaged

- 1.Conferences and/or workshops are called for families and students on topics related to the development of the objectives for the Plan for coexistence, on topics related to education, and on healthy values and habits.
- 2.The tutorial action will promote actions related to coexistence. The Guidance Department together with the tutors prepare and develop an annual Tutorial Action Plan, supervised weekly in a joint meeting and developed in the group tutorial sessions.
- 3.The Pedagogical Coordination Commission (CCP) oversees the implementation of the Coexistence Plan and its improvements, as well as other pedagogical issues. In the Cloister and in the Meeting of Stage the subjects of the coexistence are treated and the actions for the attainment of this plan are coordinated.
Matters related to living together in the school are dealt with by the Commission, made up of a coordinator appointed by the management team and a member of the Management Team, which meets monthly.
- 4.To develop the social and civic competence of our students, we celebrate some significant days such as Peace Day, Book Day, Family Day...
- 5.The College organizes in collaboration with NGOs, solidarity campaigns to raise awareness in the educational community about humanitarian values.
- 6.Presentation of the Coexistence Plan at the beginning of the academic year to parents, students and teachers.
- 7.Establish an appropriate classroom climate from the first few weeks and maintain it throughout the course.
- 8.Coherent action by the entire teaching staff in terms of coexistence, avoiding ambiguities and contradictions that could confuse the students and lead them to behave differently depending on the teacher present.
- 9.Development of activities with social agents to raise awareness of antibullying and cyberbullying.
- 10.Development of the School Mediation Programme (training and management of conflicts between peers).