



INTERNAL REGULATION REGIME

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SCHOOL DEPARTMENTS' APPROVAL OF THE IRR

The School Management Team created this Internal Regulation Regime on July 26th, 2011.

It is a general agreement to ensure positive interaction at the school and a public written declaration of the general pursuit of a common goal, an educational means of overcoming discrepancies, settling differences and achieving a climate of positive interaction and respect that is characteristic of a democratic educational centre.

This document was also designed to be adaptable and cater to the needs of British School Alzira/Xàtiva/Gandia, making them an integral part of the Positive Interaction Programme.

PREFACE: Principles and objectives of the Internal Regulation Regime

The Internal Regulation Regime is a compilation of principles that regulate the functions and organization of the school, as well as the relationships held between all elements of the school community. It's aim is to promote a spirit of cooperation between families and the institution, creating an atmosphere that is conducive to the teaching/learning process and stimulates the acquisition of values such as solidarity, a sense of responsibility, tolerance and respect for others.

The principles held therein are mentioned in the school's Positive Interaction Programme.

Our Internal Regulation Regime has the following objectives:

1. To define a general structure and organise the school by means of rules and guidelines that enable the management and coordination departments to run smoothly and efficiently.
2. To be an instrument that encourages positive interaction between all members of the school community, regulating their rights and obligations.
3. To create an atmosphere that encourages a comprehensive education where respect is shown for human rights and positive interaction.
4. To be the basis for each student's personal development and independence, creating responsible citizens who show respect to themselves and others.
5. To encourage all members of the school community to contribute to its smooth functioning.

This Internal Regulation Regime is always in compliance with current or future laws regarding education or any other aspects mentioned therein.

The school teaching team must programme activities to ensure that all students have an accurate knowledge of the internal regulation.

All aspects mentioned in the internal regulation regime are an inherent part of all measures to improve, prevent and re-educate that are mentioned in the Positive Interaction Plan of which it is a part.

The School Management reserves the right to suspend or expel students who do not comply with the fundamental rights of the Educational Community.

Article I: Subjects of the Internal Regulation Regime

The Internal Regulation is applicable to all members of the educational community at British School Alzira/Xàtiva/Gandia.

SECTION I: GENERAL CRITERIA FOR REGULATION OF EDUCATIONAL ACTIVITIES

Article II: Compulsory compliance with legal regulations during the performance of educational activities

All educational activities that are carried out at the centre are subject to current legislation, including instructions issued by the School Administration at the start of the year. The education provided by the school is regulated by inspections from the National Association of British Schools in Spain and authorised through the British Council under royal decree.

SECTION I. A: GENERAL CRITERIA FOR REGULATION OF EDUCATIONAL ACTIVITIES

Article III: General regulation of personal elements

Professional members of the educational community are subject to current legislation with reference to their rights, obligations, functions, etc.

Notwithstanding the above, this document has been prepared to establish more precise procedures to be followed on a personal basis within the educational community, always in compliance with current legislation.

CHAPTER I: REGULATION OF TEACHING ACTIVITIES

Article IV: General teaching roles

The general roles of teachers are mentioned in the current legislation. However, in order to contribute to the smooth operation of the school, it has been agreed that all these roles must be carried out while upholding the following principles:

All educational tasks must be completed in a spirit of cooperation and teamwork, seeking to pull together in order to achieve the educational goals and aims of the centre.

All teaching must comply with the standards set by the school management and coordination teams, the curriculum and yearly plans that are developed.

Ongoing interim assessment and consequent decision-making are processes that are carried out by the school and its teaching team on a permanent basis.

All members of the teaching community will take care to ensure that they comply with the current educational legislation and the standards laid out in the Internal Regulation Regime, working in cooperation with the educational aims of the centre.

All members of the educational community adopt the educational principles and objectives established in the current legislation.

Article V: Responsibility of Teaching Staff When Working with Groups of Students

All teachers must prepare a syllabus following the curricular requirements for the Key Stage they teach in. The syllabus must comply with the conditions, features and deadlines set by the Teaching Coordination Boards of each school.

All teachers must follow the school's Scheme of Work and Long Term Planning to ensure that the curricular requirements for their Key Stage are fully met. The syllabus provided by the school in Schemes of Work and Long Term Planning fully covers the requirements of the required curricula.

All teachers must cooperate with the Pedagogical Coordination Committee and contribute to cooperation among the different departments of the school if needed.

Classroom management and encouraging positive interaction during lessons is the responsibility of class teachers or a member of the Department of Educational Psychology. A behaviour policy clearly indicates the steps taken at all stages of classroom management. All members of the educational community are responsible for this in the common areas of the school. Teachers on duty will have specific roles that will be described in detail later on.

Each teacher is held responsible for developing, managing and assessing their syllabus, as well as behaviour management when pupils are under their care.

When performing their daily duties, teachers must comply with resolutions issued by the coordination team for their level, Key Stage and the Pedagogical Coordination Committee.

Within the framework of their teaching area and level of responsibility, all teachers must contribute to the smooth operation of the school in all aspects and management fields.

All teachers must contribute to good relations and cooperation with pupils and their families while respecting their confidentiality and ensuring to keep private aspects of the internal considerations and operation of the school that should not be conveyed to our student's families.

Article VI: Responsibilities of Teaching Staff When On Duty Throughout the School Day

1. To endeavour to ensure the smooth operation of the school.
2. To monitor students during the transition from one classroom to another.

3. To help groups of students who do not have a teacher, providing supervision and guidance where needed.

Help students who are feeling unwell or have had an accident. If necessary, an Ambulance will be called to transfer the student to the nearest Emergency Services. If needed, the School Management will be notified in order for the necessary measures to be taken.

Students who have been excluded from lessons must be sent to the corresponding Key Stage Coordinator or, in his/her absence, to a member of the School Management team.

Article VII: Responsibilities of Teaching Staff on Duty During Break Times

The purpose of being on duty during break times is to ensure that all students stay within the designated area, prevent any possible safety issues from arising, supervise interaction among students and resolve any small incidents that could arise during break time.

1. Contribute to order and smooth functioning of the schools.
2. Supervise the students as they enter and leave the playground area.
3. Monitor the playground areas and promote order and safety during recess.
4. Provide medical attention in the event of illness or an accident, notifying the Management if necessary.

If inclement weather means students must stay indoors, the teachers who are on duty will ensure that facilities are used in a correct manner.

During break time, teachers who are on duty will take the following positions:

One of them will stay in the building to supervise students as they leave. He/she will also ensure that they do not stay in the classroom or corridor areas. Meanwhile, the other teacher will go to the playground to supervise the students there.

Teachers on duty are active and visible and should ensure that all the children are playing safely. They make regular checks of toilets and avoid staying in any one place. If there is a problem e.g. wet floors, blocked toilet etc., they let the office know immediately. If a teacher has to leave the playground for any reason, they ensure that other teachers on duty are aware of this.

In the event of something happening to a Primary child in the care of a Secondary teacher or vice versa, the teacher concerned contacts the relevant manager, or the office staff.

Article VIII: Leave permission for teaching staff

Leave permission must be requested by means of a written form presented to the Head of school with as much notice as possible. The Coordination Team will convey the information to the Management.

Personal days can be requested one month in advance of the date by handing in a completed proforma to the General Director.

Personal days are not available adjoining to holiday or fiesta dates.

For cases of foreseeable absence, teachers must provide the Coordination Team with prepared work or activities for the students to complete in his/her absence.

All requests of absence must be approved by the school Management, therefore teachers must await confirmation before assuming the permission has been granted.

Article IX: Teaching staff absences

If a teacher is absent from school, he/she must provide proof such as a doctor's note, both for lesson hours missed and complimentary time such as preps.

The allegation of not being aware of a meeting is not a justifiable reason for not attending.

The Management Team will determine what documented proof is needed for sick leaves of 1 to 2 days. For sick leaves that last longer than 2 days, the corresponding doctor's note must be presented to the school. The original copy of the Doctor's note must be given to the Executive Manager's Personal Assistant on the same day the leave is granted by the Doctor.

The Coordination Team will be notified of any staff absences as soon as possible.

When the absence is not due to medical reasons, teachers must complete a form justifying their absence. These forms are available in the Staff Room and must be completed upon their return to school.

If no/insufficient documented proof is presented during the three days following the absence, the Management will provide the member of staff with a written notice to inform them that their absence is considered 'unjustifiable' and the current legislation will be applied.

CHAPTER II: REGULATION OF ACTIVITIES PERFORMED BY THE SCHOOL MANAGEMENT AND COORDINATION TEAMS

Article X: Performance guidelines

Current legislation is the main body of guidelines and instructions to be followed by all members of the educational community, including the Management and Coordination teams.

All departments must prepare an annual work plan at the beginning of each year. This program must comply with the requirements contained in the Syllabus of their level or Key Stage. The work plan must comply with all guidelines including conditions, features and dates that are agreed on by the Coordination Team.

Each department is responsible for the correct development, supervision and assessment of their annual work plan. They are also in charge of revising it regularly.

To the furthest extent possible, all members of the Management and Coordination teams must cooperate in order to ensure the smooth operation of the schools in all areas.

In Primary under the British Curriculum:

Planning in British School Alzira/Xativa/Gandia is based on the current (2014) National Curriculum orders from the United Kingdom. This is supplemented by the previous non-statutory strategies for literacy and numeracy.

Planning at British School Alzira/Xativa/Gandia for primary year groups is separated into three stages:

1. Long term planning

The long term planning for each subject and year group allows for progression through the primary school. Changes to this long term plan may be suggested by teaching staff but should not be actioned until they have been agreed by the Senior Management Team. The long term planning is shared with the directors of the school and is available to parents on request. Aspects of the long term planning inform the objective booklet that parents are given at the start of each academic year.

2. Medium term planning

Medium term plans are produced by year group teams at the start of each term. The medium term plan provides an overview for a school term and contains the objectives for each curriculum subject.

3. Short term planning

Short term planning is on a week/day level and includes the objectives for the specific lesson being taught. It also specifies the grouping and any differentiation that will take place within the lesson. The short term planning should be sufficient for another member of staff to follow if necessary. It should be clearly accessible within the classroom and necessary resources should be indicated in the planning.

For secondary year groups planning is in line with the published Schemes of Work for each subject which fully meet the needs of the British National Curriculum and examination specifications.

As part of our work to create a COVID-secure environment, all planning is digital. Teachers should not create hard copies of any planning.

Planning at British School Alzira/Xativa/Gandia always includes:

- Objectives being taught
- Details of activities that will be used to deliver the objectives
- Dates, including a clear indication of which lessons have already been covered
- Assessment opportunities
- Differentiation

Planning files in Foundation Stage should include the following:

- Class list
- Long term planning (A year plan indicating what topics will be covered by subject in each term)
- Medium term planning (Topic plans)
- Short term planning including daily literacy and numeracy planning

The Senior Management Team will review planning on a termly basis.

Planning files in Key Stage 1 and 2 should include the following:

- Class list
- Any groupings used for literacy/numeracy
- Long term planning (A year plan indicating what topics will be covered by subject in each term)
- Medium term planning (Topic plans relevant to each term)
- Short term planning (Weekly planning)
- Weekly literacy and numeracy planning

When is planning published?

Long term planning is published at the start of the school year. It provides an overview of the full year.

Medium term planning is published prior to the block of work starting.

Weekly planning is published no later than the Friday preceding the relevant week.

CHAPTER III: REGULATION FOR STUDENTS

Article XI: General Rules for Students

As members of the educational community, all students are obliged to contribute to the smooth operation of the school.

The school has a statement of intention for students and staff:

- Ready
- Respectful
- Safe

All school rules and processes link to this core commitment.

They Students can do so contribute to this smooth operation by committing to:

They can do so by committing to:

1. Show a responsible attitude when completing class assignments or revising, as well as working to the best of their personal ability to improve their learning and curricular knowledge.
2. Show the utmost respect to each and every member of the school community, including their job, rights and relationships.
3. Treat all facilities and materials with respect, whether they belong to the school or another member of the school community. This applies to indoor and outdoor facilities. They must follow guidelines given by their teachers at all times when using school equipment.
4. Show a respectful and cooperative attitude towards the principles and educational objectives that are set out in the documents that regulate the school community.
5. Participate in a responsible and respectful way in the management and organisation of school rules.
6. Contribute to the respect for human rights through their attitude and level of effort. Encourage social interaction with all members of the school community.
7. Respect the consciences, social circumstances and convictions of all other members of the school community, as well as their right to dignity, privacy and integrity.
8. Comply with the compulsory school uniform and not wear other items that replace it. This includes school material available for purchase in the uniform shop (*only Sixth Form students can use secular school bags*). All school uniform items must be labelled with the student's name and surname in order to prevent losses. Skirts must not be worn above the knees, shirts must be tucked in their trousers/skirt, trainers and school shoes must be purchased from the school uniform shop. Failing this, they must be plain white/black, respectively.

9. Students must wear appropriate hairstyles (extravagant dyes or hairstyles such as mohawks, etc... are not allowed), tattoos, piercings and the use of make up are not allowed.

The School Management Team will develop a behaviour management plan that includes conduct that must be avoided, corrected, and in some cases sanctioned. This enables the school to adapt to the different circumstances and varying needs that arise during each school year.

Covid-19 protocols

All staff and students are required to follow the school protocols for Covid-19 security which are published separately and subject to amendment following local health guidance.

CHAPTER IV: REGULATION OF PARENT-SCHOOL INTERACTION

Article XII: Guidelines to ensure healthy interaction between students' families and the school.

The annual work plan prepared by the Coordination Team at the beginning of each school year will include guidelines, activities, infrastructures and materials to ensure correct parent-school interaction.

The school must respect the parents' rights to be informed of their child's educational projects as well as any relevant educational aspects or agreements reached by the Management Team. In line with this, they will be invited to meet with their child's class tutor at regular intervals.

All teachers must exercise extreme care during their interaction with parents, ensuring they are informed of all relevant academic and/or behavioural incidents that arise.

Families are obliged to support their child's teacher and cooperate with the learning processes that are lead by the school. In the case of conduct that is considered to be a threat to any component of the School, or which seriously damages the image of the School or actions that are considered to be aimed at damaging the prestige of the School, the Management may decide and communicate the non-continuation of the educational service in the School where the pupil has been enrolled.

The Home-School Interaction Improvement Plan establishes specific procedures as to how to improve this relationship and promote a spirit of cooperation with students' families. (Escuela de padres).

During meetings held with parents at the school, a report must be written of what is discussed, after which it must be signed by all who are present. This can be a digital report and a digital signature.

SECTION I.B: INTERNAL REGULATION

Article XIII: Arrival and departure from school

Students at British School Alzira-Xàtiva-Gandia are obliged to stay inside the school premises during school hours.

In the event that a pupil needs to leave the Centre with family authorisation, at least one of the parents and/or an adult with parental authorisation must come and collect the pupil, stating their name, surname and ID card number, and the pupil may only leave when this adult is able to accompany him/her.

Use of classrooms is determined by the lesson timetable approved by the Management Team.

When entering or leaving classrooms, students must obey the following rules:

1. Move from one classroom to another in the most diligent way possible, without blocking the corridors or causing unnecessary noise.
2. Refrain from entering any classroom before the teacher is there to open the door and grant access to students.
3. BSA, BSX and BSG open at 9:00 a.m. (with the exception of those offering a breakfast club service), therefore pupils who do not use the school bus service can arrive from that time onwards. The main drive to access the school cannot be used from 9:15 a.m. onwards (in British School Alzira) in order to leave space for the school buses to enter and prevent traffic jams. School buses leave the centre at 5:00 p.m. (applicable to all three schools) and students who use car transport can leave from 5:15 onwards, with the exception of specific situations in which the school buses will always have preference over the rest of vehicles.
4. If pupils who use the school bus do not have lessons during the first or last period of the day, they will be given a quiet place to carry out supervised revision.

Article XIV: Behaviour in the school corridors

Students are not allowed to stay in school corridors, outside classrooms and/or in the school dining room during lessons.

They cannot stay in the school corridors during break times.

Students cannot be expelled from class and left in the corridors unsupervised. If a teacher needs to expel a student from class due to behaviour that could be harmful to other students in the class, he/she must be sent to the Coordination or Management offices.

Article XV: Playground rules

Pupils must behave in accordance with the following playground rules:

1. Take care of the grounds, equipment and maintain the cleanliness of the playground area.
2. Use the playground areas for the right purpose: to chat without shouting, to play in the sports areas, have a walk, etc.
3. Refrain from any activities that could cause damage to other people, objects or belongings, as well as activities that are against the educational spirit that should characterize everything done at the school.
4. Do not invite people into the school.
5. Respect teachers on duty and comply with their instructions.
6. Respect areas that are reserved for games and gardens that are reserved for other purposes.
7. Respect turns to use the sports facilities (football pitch, basketball or tennis courts...), sticking to the list prepared by the coordination team at the start of the year.
8. At no time are students permitted to leave designated play areas. Fields, mountains and countryside surrounding schools are clearly out of bounds.

Article XVI: Classroom access rules

Students are not allowed to stay in classrooms unsupervised during break time.

Before leaving the classroom for break time, teachers must ensure they close the classroom door and turn off the lights/fans/air conditioning and/or close windows if the heating is on.

The lesson times are set by teachers, the school bell is just a reminder for teachers and students, not an indication that they must tidy up and leave the classroom.

Students must be punctual in their arrival for lessons and commence their learning activities diligently.

When going from one classroom to the next, students must walk in an orderly, swift and silent fashion in order to avoid disturbing other lessons that are in progress.

Article XVII: Order and Cleanliness in the classroom

Teachers are in charge of ensuring that the classroom is left clean and tidy after each lesson and checking that the furniture is left in the correct position to be used by the next class.

Regardless of how the classroom furniture is organised, there should be a divisory corridor between the rows or groups of desks, leaving sufficient space for a person to walk through.

Each classroom should have a notice displaying the groups and teachers that use it at different times.

Students cannot stay in a classroom without the supervision of a teacher.

If a teacher has to leave the classroom during a lesson, he/she will ask for a teacher on duty to cover him/her.

At the start of break time and the end of the school day, teachers will wait for all students to leave the classroom before ensuring the door is left closed.

Article XVIII: Use of school facilities and materials

When using school facilities and materials, students are subject to instructions provided by the Management.

In the absence of specific instructions being provided, students are subject to instructions that would be approved by the Management for that particular aspect.

Whenever there are no specific instructions provided, students should uphold good hygiene, treat things with care and use different areas of the school and everything they contain in a correct manner.

The Manager may appoint a person in charge of management and maintenance of school materials and other resources belonging to the school.

During school hours, students are not allowed to use their mobile phones, MP3 players or any other electronic devices or objects that could affect his/her performance or that of his/her classmates. Students who choose to bring these elements to school do so at their own risk in terms of damage, loss or theft.

During school hours use of the iPad for learning is controlled by the class teacher. Students should employ their iPads only when instructed by the teacher and following the school iPad policy. See Appendix F - iPad Policy.

All students must come to school wearing school uniform, dressed in a neat and tidy way. They must pay attention to personal hygiene and ensure that their dress and grooming is not offensive to others.

Exemplary behaviour is a standard across all three schools as it encourages an atmosphere of respect and a healthy learning environment.

Facilities that are intended for a specific use must be used for that purpose and not used for other finalities.

Article XIX: Toilet rules

Except in cases of emergency, students can only use the toilets during break times. Students are not allowed to go to the toilet during lessons unless they have been given express permission by their teacher (teachers must avoid this as much as possible in order to prevent interruptions and/or incidents in the school corridor).

The Key Stage coordinators will designate which toilets can be used during break times.

Article XX: Rules for students using the photocopier.

Students can ask to use the photocopiers in the school admin offices for personal use at a price stipulated by the Management.

Students must always be authorised by their teachers or Key Stage Coordinator in order to use the photocopier.

Article XXI: Use of the school dining hall.

Students must go to the school dining hall at the designated time. It is completely forbidden to skip lunch under any circumstance.

In the school dining hall, students must adhere to the general rules of hygiene, silence, taking turns, taking care of facilities and school objects.

Article XXII: Rules school library

A. School library rules:

1. Users of the school library avoid making noise and show respect at all times.
2. No food or drinks are allowed in the library.
3. In Secondary and Sixth Form, computers/iPads must be used exclusively for academic purposes (questions, projects,...).
4. Permission must be requested from a teacher or Key Stage Coordinator before using a computer or iPad.

B. Functions and tasks of the teacher librarian:

1. Monitor book lending system.
2. Manage the computer system.
3. Periodically report to the Management Team regarding the use of the library.
4. Maintain and preserve the book registry system.
5. Catalogue materials and resources.

6. Organise resources that are returned by users.
7. Maintain the environment of the library including keeping the area clean and tidy and preparing suitable display materials, ensuring that the library is an attractive and functional environment.

C. Sanctions for improper use of the library service:

1. The stay in the library is equivalent to a stay in the classroom and is therefore subject to the general disciplinary regime. Any inappropriate behaviour will be subject to the corresponding disciplinary report and its consequences.
2. Without prejudice to what is expressed in point 1, the following behaviours in the library, among others, may be subject to a specific sanction:
 - Delay in returning borrowed books. This is considered a minor offence if the student returns the book immediately after being notified by the tutor, librarian, etc., and a serious offence when the delay in returning the book is prolonged. as a minimum, the student will be sanctioned with the temporary loss of the right to the loan service.
 - Failure to return borrowed books and the theft of books or any other library material will be considered a serious offence. In addition to the corresponding disciplinary report and its consequences, the offender will lose the right to use the library until he/she pays for or returns the book or material stolen.
 - The damage of any specific library material (books, computers, etc.) will also be considered a serious offence. In addition to the corresponding disciplinary report and its possible consequences, the offender will lose the right to use the library until the stolen book or material is paid for or returned.

D. The librarian has the following responsibilities and duties:

1. To be on duty at the library during the set timetable. Punctuality is essential both at the start and the end of each session. If the librarian must leave for any reason, all students must leave the library and it must be locked.
2. Assist users with any questions or requests for material they may have.
3. Ensure all users comply with the library rules. Student behaviour should be monitored the same as in the classroom in compliance with the Internal Regulation Regime.
4. Keep a register of books and materials that are borrowed and returned.
5. Ensure that materials that are to be used exclusively in the library or school do not leave the designated area of use.
6. Monitor the use of computers/iPads.

Article XXIII: ICT Rooms

Students must occupy the work place assigned to them by their subject teacher, and are held responsible for the computer they use, including the hardware, software and its configuration.

Students must not delete other people's files or customise any aspect of the computer. Therefore, they may not modify screensavers, colours, desktop themes, change programme names or icons, taskbar, fonts, templates, etc. without the teacher's authorisation and, in any case, return the computer's configuration to its normal state.

When they have finished, they must switch off the computer, unless otherwise instructed by the teacher, and leave their workstation clean.

In order to avoid breakages and damage to equipment, students must not be left alone in the classroom at any time, and the teacher must not leave them there except in case of force majeure.

Teachers are not allowed to make personal use of equipment and material while the classroom is occupied.

If any users have questions regarding the use of the ICT room and materials contained therein, they must contact the Head of ICT, Antonio Fajardo.

Teachers must ensure they read and have a clear understanding of the "Rules for teachers using the ICT room" that are provided at the start of each school year, as well as the "Rules for students using the ICT room".

Article XXIV: Cleaning services

In the school reception or secretary's office there will always be a first aid kit with sanitary material to administer first aid.

Regardless of whether a student asks a teacher to give or permit the taking of medicine, teachers are not authorised in this respect. No member of the school community is authorised to administer any type of medication to a pupil, even if the pupil asks for it. If medication is required, the pupil must go to the Secretary's Office and take their medication, which will have been previously deposited there, correctly labelled, with the dosage clearly indicated and the parents' authorisation handed in and signed.

If a pupil suffers an accident or injury while at school and within the school premises and an intervention is necessary which cannot be carried out at the school, the teacher must immediately notify the school management.

In the event of an emergency, the pupil will be taken to the nearest hospital using a school vehicle or an ambulance if the presence of a doctor is required, in which case the doctor would be in charge of handling the situation. A member of the school staff will accompany the injured person, even while medical

attention is being given if needed, until the arrival of a family member who can take responsibility for him/her.

Article XXV: School bus rules.

Our school buses are an extension of the school and therefore the same rules and the general system of sanctions foreseen in the Coexistence Plan are applicable to pupils using the service.

At the beginning of the school year, pupils from Pre-Nursery to Reception will have an identification card which they must always have at the disposal of the adult in charge of the bus.

The routes have a departure/arrival timetable at each stop which has been previously communicated to parents. Parents may not stop the bus at any of the stops on their route for personal reasons. Nor may they board the bus or use the service.

Any inappropriate behaviour, as established by the regulations governing the means of transport, will be sanctioned by the school, which will collaborate to maintain discipline and the proper use of the service.

The school bus service makes use of an application "TraceUs" which allows communication between the bus staff and parents as well as facilitating the tracking of the bus location.

Article XXVI: Rules regarding the use of lockers.

School lockers must be used exclusively for the storage of school material and clothing. It is not allowed, except with the permission of a member of the management and/or teaching staff, to leave school bags in classrooms or anywhere other than the lockers.

Locker contents/school bags are the sole responsibility of the pupil and the school cannot be held responsible for any theft or damage to lockers.

The student is responsible for keeping the locker in perfect condition and for emptying and cleaning the locker at the end of each course.

Students must allow their locker to be inspected by their class tutor or any member of the Management Team who may require it.

Students are obliged to report any incident related to their assigned locker.

Article XXVII: Extracurricular activities.

The same behaviour rules apply during extracurricular activities as those required at school; the general system of sanctions foreseen in the Coexistence Plan is applicable to the students.

Article XXVIII: Pupil attendance policy

The teachers in each of their classes, including those in higher classes, will ensure that the pupils' absences are duly recorded.

Parents should inform school by telephone or email of the details of any absence. Secretaries review the register of pupil attendance and check with parents if a child is absent without the school having been informed.

Article XXIX: Assessments and school reports.

School reports are prepared by teachers using a combination of formal and ongoing assessments. The school supplies a detailed report to parents each term. If a parent or student wishes to obtain clarification for the grade awarded the school will offer a tutorial in which the assessment data that led to the grade award will be shared. The psychology department, working with the management and teaching team, are able to adapt examinations for students with specific needs. These adaptations are available in Spanish subjects throughout the school and in English curriculum subjects up until Y9.

In Y10/11 students are assessed using iGCSE requirements and in Y12/13 A Level requirements within the British curriculum. These examinations already cover a broad range of levels and are not, according to the examination board regulations, able to be adapted.

For special arrangements to the official examinations of iGCSE and A Level the school applies on the students behalf to the examination board and is obligated to follow their instructions for any special allowance to be applied. Special arrangements cannot be applied according to examination board regulations without an official diagnosis and those arrangements are already being in place in the school's internal assessments. These details are available in a published guide from each examination board which the examination coordinator of the school is able to share with parents on request.

Students are entitled to appeal their grades as long as they do so in compliance with the law and in a justifiable manner.

In order to ensure that students exercise this right in a correct manner, teachers must:

In order to resolve any appeals received by students, all teachers must keep the academic documents used to set the grades.

SECTION II: POSITIVE INTERACTIONS WITH THE SCHOOL COMMUNITY.

ArticleXXX. Student rights and obligations.

Our Centres adopt within their Internal Regulations and their Coexistence Plan all the articles of the regulations approved by the BSA/BSX/BSG School Management.

Article XXXI: Student misbehaviour and consequences.

The Coexistence Commission is empowered to interpret the regulations of the Coexistence Plan and to proceed according to the regulations in force.

Article XXXII: Behaviour management procedure in cases of misbehaviour.

If a disciplinary offence is to be recorded, the teacher and the pupil will complete and sign the corresponding Incident Report form. Sample forms can be found in the school plan.

The record of the disciplinary offence and any allegations made by the pupil must be completed in the presence of the interested parties.

If the pupil has to leave the classroom, he/she will be asked to do some work and will be sent to the office of the Cycle Coordinators or the Headmaster's Office.

The record sheets of coexistence incidents will be attached to the pupil's personal file.

The Coexistence Plan defines the types of behaviour that are contrary to the rules of coexistence of our BSA/ BSX / BSG schools and the corrective measures to be taken.

SECTION III: SCHOOL EVACUATION POLICY

Article XXXIII: Objectives of this policy

The school will have plans for prevention and intervention in situations of risk that require the participation of agents outside the school.

These plans will be drawn up by a committee of teachers and approved by the BSA/BSX/BSG school management.

School management will be responsible for drawing up and periodically reviewing the plans and coordinating their development and evaluation.

FINAL PROVISIONS

FIRST: The Coexistence Commission is empowered to oversee the application and interpretation of these Regulations with regard to pupils and families.

SECOND: The Coordinators of the Centres are empowered to ensure the application and interpretation of these Regulations with regard to the teaching staff and other personal elements involved in the centre.

THIRD: The Coexistence Commission is empowered to annually review the following Internal Regulations and to establish the appropriate modifications according to the needs of the BSA-BSX-BSG Centres.

ANNEX A

Behaviour contrary to the rules of coexistence of the BSA/BSX/BSG Educational Centres.

Classification

The following are considered to be conduct contrary to the rules of coexistence of the Educational Centres:

- a) Unjustified lack of punctuality.
- b) Unjustified lack of attendance.
- c) Acts that disrupt the normal development of the activities of the educational centre, especially those that disrupt the normal development of classes.
- d) Acts of indiscipline.
- e) Acts of impropriety or inconsideration, insults and offences against members of the educational community.
- f) Theft or intentional damage to property, materials, documentation or resources of the Centres.
- g) Theft or intentional damage to the property or materials of members of the educational community.
- h) Actions that may be detrimental to the integrity and health of the members of the educational community.
- i) Systematic refusal to bring the material necessary for the development of the teaching-learning process.
- j) Refusal to transfer information between the family and the school.
- k) Alteration or manipulation of the documentation provided to parents, guardians or tutors by the school.
- l) Impersonation of members of the school community.
- m) The inappropriate use of information and communication technologies during activities carried out in the school or outside the school and which negatively affects the proper functioning of the educational centres.
- n) The use of mobile phones, sound devices and other electronic devices unrelated to the teaching-learning process during the activities carried out at the educational centres.
- o) Acts that hinder or impede the right and duty to study of their classmates.
- p) Incitement to commit a misdemeanour contrary to the rules of coexistence established in the Coexistence Plan.
- q) Refusal or obstruction to collaborate in the resolution of conflicts that affect the coexistence of the Centres.
- r) Refusal to comply with the corrective measures adopted in the event of conduct contrary to the rules of coexistence.
- s) Refusal to attend meetings requested by the School Management.

- t) Inappropriate use of the infrastructures and material goods or equipment of the Centres.
- u) Disobedience in the fulfilment of the rules of the Centres.

Remedial Educational Measures

1. In the event of conduct contrary to the rules of coexistence of the Educational Centres, as defined in the previous article, the Coexistence Plan and the Internal Regulations of the Centres may contemplate intervention measures that specify, adjust or modulate the corrective educational measures set out in this article, which are as follows:

- a) Verbal reprimand.
- b) Immediate appearance before the Management Team or Centre Coordinators or Guidance Department.
- c) Written warning.
- d) Confiscation of mobile phones, sound devices or other electronic devices not related to the teaching-learning process, used repeatedly during the activities carried out at the Educational Centres. They will be confiscated, switched off and returned to the parents or legal guardians in the presence of the pupil.

In the event that the pupil is of legal age, it will be returned to him/her once the school day is over. Notwithstanding the above, the use of electronic devices on the premises of the Educational Centres may be prohibited, provided that they are not necessary for carrying out teaching tasks.

- e) Deprivation of recess time for a period of time established by the Management Team, Cycle Coordinators or Guidance Department.
- f) Inclusion in the Convivencia Classroom.
- g) Performance of educational tasks by the pupil during school and/or non-school hours.
- h) Suspension of the right to participate in extracurricular or complementary activities programmed by the Centres.
- i) Suspension of the right to attend certain classes. During these classes, and in order to avoid interrupting the student's training process, students shall remain at the corresponding Educational Centre carrying out the academic work assigned to them by the teaching staff. The Cycle Coordinator of said Centre will organise the attention given to these students.
- j) Immediate and permanent suspension of the right to attend school.

2. For the application of corrective educational measures, it will not be necessary to previously carry out disciplinary proceedings, except in those cases in which the Management Team and/or the Coexistence Committee so establishes.

3. The corrective educational measures imposed will be immediately enforceable.

Communication with parents or legal guardians of students who are subject to corrective educational measures.

All the corrective measures foreseen in the previous article must be formally communicated to the parents, guardians or tutors of the minor students.

Competency for the application of corrective educational measures.

1. It is the responsibility of the Director of the Centres and the Coexistence Commission, within the scope of their competences, to promote coexistence and facilitate mediation in the resolution of conflicts. The Head of the Centres is also responsible for imposing the corresponding corrective educational measures on students, in compliance with the regulations in force, in accordance with the provisions of this decree, the Internal Regulations of the Centres and the corresponding Coexistence Plan.

2. Notwithstanding the above, in order to speed up the application of the corrective educational measures and to ensure that these are as formative as possible and conducive to Coexistence in the Centres, the Cycle Coordinator, classroom teacher, by delegation of the Director, may impose the corrective measures contemplated in this document.

Written record and register of educational corrective measures

All educational corrective measures applied must be recorded in writing at the Centres, with the exception of those provided for in letters a), b) and d) of Article 36 of this Decree, including a description of the behaviour that has caused it, its classification and the educational corrective measure adopted. Subsequently, the Head of School or the person delegated by him/her shall register it, if appropriate, in the Central Register in accordance with the provisions of the Order of 12 September 2007, of the Regional Ministry of Education, which regulates the notification by schools of incidents that alter school coexistence, within the framework of the Plan for the Prevention of Violence and Promotion of Coexistence in the schools of the Valencian Community.

Prescription

1. Conduct contrary to the rules of coexistence shall be subject to the statute of limitations within one month of the date on which it was committed.
2. Corrective educational measures adopted for conduct contrary to the rules of coexistence shall be time-barred within one month of their imposition.

Reiterated conduct that hinders coexistence and lack of cooperation from parents, guardians or tutors.

1. In those cases in which, once the appropriate correction has been carried out, the student **or family** continues to repeatedly present behaviours that are disruptive to coexistence in the Centres, in addition to applying the corresponding corrective educational measures, the need to adopt measures aimed at modifying those personal, family or social circumstances of the student that may be a determining factor in the appearance and persistence of said behaviours will be reported, after informing the parents, guardians or legal tutors in the case of minors, to the public institutions that are considered appropriate.

Medidas educativas correctoras ante conductas contrarias a las normas de convivencia del centro

| MEDIDAS EDUCATIVAS CORRECTORAS | El director o la directora del centro delegará su competencia de imposición de las medidas educativas correctoras en: |
|--|---|
| Amonestación verbal | El profesor o la profesora presente cuando el alumno o la alumna realice la conducta contraria a las normas de convivencia de que se trate. |
| Comparecencia inmediata ante el jefe o la jefa de estudios o el director o la directora | El profesor o la profesora presente cuando el alumno o la alumna realice la conducta contraria a las normas de convivencia de que se trate. |
| Amonestación por escrito | El profesor o la profesora presente cuando el alumno o la alumna realice la conducta contraria a las normas de convivencia de que se trate. |
| Retirada de teléfonos móviles, aparatos de sonido u otros aparatos electrónicos ajenos al proceso de enseñanza- aprendizaje, utilizados durante las actividades que se realizan en el centro educativo | El profesor o la profesora presente cuando el alumno o la alumna realice la conducta contraria a las normas de convivencia de que se trate. |
| Privación de tiempo de recreo por un periodo máximo de cinco días lectivos. | El profesor o la profesora presente cuando el alumno o la alumna realice la conducta contraria a las normas de convivencia de que se trate. |
| Realización de tareas educadoras por el alumno o la alumna, en horario no lectivo. | El jefe o la jefa de estudios del centro, a propuesta del profesor o profesora presente cuando el alumno o alumna realice la conducta. |
| Incorporación al aula de convivencia del centro. | El profesor o la profesora presente cuando el alumno o la alumna realice la conducta contraria a las normas de convivencia de que se trate. |
| Suspensión del derecho a participar en las actividades extraescolares o complementarias que tenga programadas el centro. | El jefe o la jefa de estudios del centro. |
| Suspensión del derecho de asistencia a determinadas clases por un periodo no superior a cinco días lectivos. | No es delegable, si bien el jefe o la jefa de estudios del centro organizará la adecuada atención de este alumnado. |

2. In cases when actions and corrective educational measures are taken and direct involvement of the student's family is requested by the school but rejected by his/her parents or legal guardian, the centre will inform the Education Administration, so that the appropriate measures can be adopted to guarantee the rights of the pupil contained in Section II of Article XXXV of this Decree and the fulfilment of the duties set out in Section I Article II of the aforementioned title. The Education Administration, if it considers that this conduct causes serious harm to the educational process of their son or daughter, will inform the competent public institutions, following a report from the Education Inspectorate.

ANNEX B

REPORT FOR SERIOUS BEHAVIOUR INCIDENTS

| | | |
|----------------|------------|---------|
| Student's name | Year group | Subject |
| Teacher's name | Date | Time |

This report has been opened to leave a written record of the facts that have given rise to it and it is communicated to the Management Team for its appropriate inclusion in the student's file.

These events, which are considered to be serious in accordance with the Coexistence Regulations of our schools, are as follows:

| | |
|--|---|
| | Disobeying the teacher's instructions |
| | Being disrespectful to a teacher |
| | To annoy, insult, assault or show disrespect towards fellow students. |
| | Intentionally damage the school facilities or equipment. |
| | Other: |

With the aim of correcting the student's behaviour, he or she has been given the following punishment:

| | |
|--|--|
| | Extra educational project to complete (please turn over to find further details) |
| | Moved to another place in the classroom to complete work individually. |
| | Repair damage or the consequences of misbehaviour |
| | Break Time detention for (specify period) |
| | Complete a social task |
| | Other: |

Finally, we would like to make you understand the seriousness of these facts and that the accumulation of reports may lead to the opening of disciplinary proceedings against the student.

We ask you to try to make your son or daughter reflect on the importance and negative consequences of this behaviour for him or her and for the rest of his or her classmates.

Should you wish to contact a teacher or the school's management team, you may request a tutoring session.

Please sign this document as proof that you have received this information.

..... (place), ____ de 20__ (date)

Parent/Legal Guardian's signature:

ANNEX C

DOCUMENT FOR REFLECTING ON SERIOUS BEHAVIOUR INCIDENTS

| | | |
|-----------------|-------------|----------|
| Student's name: | Year group. | Subject. |
| Teacher's name: | Date. | Time. |

The purpose of this document is to encourage you to reflect on your misbehaviour that hinders to a great extent the normal development of lessons.

The information provided will be taken into consideration in the search for a solution to the problem and will also serve to inform your family of your interest in resolving the problem.

REFLECTING ON MISBEHAVIOUR

1. Description of the problem: What happened?
2. Why did it happen?
3. ALLEGATIONS: What do you claim to justify your behaviour?
4. What were the consequences, the results, of your behaviour today? (in relation to your classmates, the teacher and yourself).
5. What could be the consequences of your behaviour for you in the future?
6. What solutions do you propose to resolve the conflict?

.....(place), _____, 20__ (date)

Teacher's signature:

Student's signature:

ANNEX D

BEHAVIOUR THAT IS SERIOUSLY DETRIMENTAL TO COEXISTENCE AT THE SCHOOL

Classification

The following conduct is considered to be seriously detrimental to coexistence in the centre:

- a) Serious acts of indiscipline and insults or offences against members of the educational community that go beyond the impropriety or inconsideration provided for in Article XXXVI of this Decree.
- b) Physical or moral aggression, threats and coercion and serious discrimination against any member of the educational community, as well as serious disrespect for personal integrity and dignity.
- c) Harassment and humiliation of any member of the school community, particularly if they have a sexist or xenophobic component, as well as those carried out against the most vulnerable students due to their personal, social or educational characteristics.
- d) Bullying.
- e) Impersonation in teaching activities.
- f) Falsification, deterioration or theft of academic documentation, or the dissemination of distorted information that seriously harms any member of the educational community.
- g) Serious damage caused to the premises, materials or documents of the centre or to the property of members of the educational community.
- h) Unjustified acts that seriously disrupt the normal development of the centre's activities.
- i) Actions that may seriously damage or harm the health and personal integrity of the members of the educational community.
- j) The introduction into the school of dangerous objects or substances harmful to the health and personal integrity of the members of the educational community.

k) Conduct classified as contrary to the school's rules of coexistence if there are collective circumstances or intentional publicity by any means.

l) Incitement or encouragement to commit a misconduct that seriously affects coexistence in the centre.

m) Repeated refusal to collaborate with the corresponding Centre in the process to promote coexistence in accordance with the Coexistence Plan of the same.

n) Repeated refusal to comply with the corrective educational measures adopted in the face of conduct contrary to the rules of coexistence.

o) Refusal to comply with the disciplinary measures adopted in the case of misconduct that seriously affects coexistence in the school.

p) Improper or unauthorised access to the school's files and servers.

q) Acts that violate the Internal Regulations, as well as the very nature of the centre.

Remedial educational measures

1. In the event of the conduct described in the previous article, the Coexistence Plan and the Internal Regulations of the Centres may contemplate intervention measures that specify, adjust or modulate the disciplinary measures set out in this article.

2. The disciplinary measures that may be imposed for incurring in the conduct typified in letters h), m) and n) of the previous article are the following:

Performance of educational tasks for the pupil, during non-school hours, for a period of more than five school days and equal to or less than fifteen school days.

Suspension of the right to participate in extracurricular or complementary activities programmed by the school.

Change of group or class of the pupil for a period of more than five school days and equal to or less than fifteen school days.

Suspension of the right to attend certain classes for a period of between one and fifteen school days. During these classes, and in order to avoid interrupting the student's training process, the student shall

remain at the educational centre, carrying out the academic work assigned to him/her by the teaching staff.

The Head Teacher shall be in charge of the academic work assigned to him/her by the teaching staff. The head of studies of the centre shall organise the attention given to these students.

3. The disciplinary measures that may be imposed for incurring in the behaviours typified in the previous article, except for letters h), n) and o) included in the previous section, are the following:

a) Suspension of the right to attend school for an indefinite period established by the Coexistence Committee. In order to avoid interruption in their educational process, during the time the suspension lasts, the pupil must carry out the academic work determined by the teaching staff. The Cycle Coordinators will determine the mechanisms that make it possible to adequately monitor this process, specifying the person in charge of carrying it out and the timetable for visits to the centre by the suspended student.

b) Change of Educational Centre. In the case of applying this disciplinary measure, the Education Administration will provide students of compulsory school age with a school place in another publicly funded educational centre, with a guarantee of the necessary complementary services, without which this measure cannot be carried out.

Behaviour that is seriously detrimental to coexistence in the corresponding educational centre may only be subject to disciplinary measures after the corresponding disciplinary proceedings have been carried out.

It is the responsibility of the Director of the corresponding School to initiate, on his/her own initiative or at the proposal of any member of the school community, the aforementioned disciplinary proceedings against students.

4. The introduction and/or consumption of tobacco will be sanctioned with a written warning/community work and, in the case of a repeated offence, with expulsion for an indefinite period of time. The introduction and/or consumption of alcohol and/or narcotics shall be punishable by expulsion for an indefinite period of time and in the event of a repeat offence by permanent expulsion.

ANNEX E - Parent-School Agreement

British School Alzira/Xàtiva /Gandia is committed to providing services in compliance with the centre's Educational Project and Internal Regulation Regime. Your signature indicates you have read and agree with the terms outlined in these documents.

Parents or legal guardians are under obligation to cooperate with the Centre's educational work and settle the corresponding fees that are due for this work. The amount of the fees will be established during the month of July each year.

All payments must be made by direct debit.. Any other method of payment must be consulted at the school office, and expressly authorised in writing by the School Management.

Monthly fees are charged in your bank account in advance (around the 15th of each month). The fees cover the full month and are non-refundable if the student voluntarily ends his enrollment before the end of the month.

Payment of monthly tuition and school dinner fees is compulsory from September to June, regardless of the pupil's school attendance. School bus users can only cancel this service at the end of the month. The centre will not be able to guarantee the availability of this service if users try to subscribe again at a later date during the same school year.

Failure to pay two months of school fees will result in suspension of the services provided by the School, including student attendance, until the outstanding amount is paid in its entirety.

By signing this mandate form, you (Parent/Legal Guardian of the enrolled student at British School Alzira, Xàtiva and Gandia) authorise British School Shop - Vuela Alto ARM, S.L. to debit your account for concepts relating to school uniform, textbooks and other school materials.

This document shows that the student's parents have paid the corresponding enrollment fees to the school ("Annual fees"). If for any reason the student does not join the school, this amount belongs to the school and no reimbursements will be made.

In addition, the student's parents authorise the school to charge the "Annual fee" every year during the month of July throughout their child's enrolment at the centre.

The duration of this contract is one school year, and will be automatically renewed on a yearly basis without the need for any of the parties to sign any further documents, unless an enrolment cancellation form is signed to indicate the student decides to leave British School Alzira/Xàtiva/Gandia. Both parties have the right to unilaterally end the contract during the school year in compliance with the disciplinary measures outlined in the centre's IRR (Internal Regulation Regime).

Suspensions and expulsions. Enrolled students are expected to adhere to school rules and regulations. No reimbursements will be made if a student is suspended or expelled by the BSA/BSX/BSG Management Team due to a failure to comply with the rules and regulations of the school.