

School Life Guide



CRAIGHOUSE
SCHOOL

I. Introduction

The objective of this School Life Guide is to serve as a guide for the whole Craighouse School community in the formation of a school culture and the promotion of a school life that contributes to a comprehensive education in terms of the values described in our school's Educational Project.

According to Law no. 20,536 on school violence, “a good school life (*Convivencia Escolar*) is the balanced coexistence of the members of the educational community, which involves a positive interaction among them, and enables an appropriate fulfilment of educational objectives in an environment that favours pupils' comprehensive development” (art. 16 A of Law no. 20,536).

The School Life Guide is the instrument that allows us to direct and define our actions so that they are coherent with the guidelines of our Educational Project, which emphasise the formation of our pupils in terms of academics and values. The values promoted by Craighouse School are respect, honesty, responsibility, effort, tolerance, loyalty, friendship, justice, and solidarity. These values constitute the beacons of school life at Craighouse School; the guiding principles that govern the relationships among pupils, teachers, parents and staff. We also aim to form pupils who are inquirers, thinkers, knowledgeable, risk-takers, communicators, principled, open-minded, caring, good friends, balanced, reflective, resilient and informed about their own well-being and that of others.

This guide is based on basic principles such as consideration for the dignity and best interest of the child and adolescent, being opposed to arbitrary discrimination, considering a fair, rational, and transparent procedure, and acknowledging proportionality when school life norms are transgressed (based on the Circular on Internal Regulations by the Superintendence of Education, June 2018).

II. Central premises

1. Family-oriented: we believe in the formative role of the family and its positive influence on the community and society. Helping our pupils to achieve their maximum potential is a commitment that is shared by the school and our pupils' families. We see a child's personal and educational development as a joint task, where both the family and the school work together in close coordination and in a spirit of mutual respect.
2. The family holds the greatest responsibility in the education of their children. When a family joins the Craighouse School community, they adhere to the values that the school promotes, and commit themselves to respecting them both at school and at home.

3. Respect for and from every member of the community is expected at all times. This includes virtual/digital environments.
4. It is the responsibility of Craighouse School staff to ensure that there is an academic and formative atmosphere of the highest level, both inside and outside the classroom. In order for learning to occur, pupils need to become autonomous and be committed to what they are learning.
5. The quality of learning, teaching and behaviour are inseparable issues, and the responsibility of all staff and pupils.
6. The curriculum - formative and academic - and its implementation are designed for all pupils to reach their full potential, no matter their learning needs. That pupils reach their full potential is a responsibility shared between teachers and students, one that cannot be achieved without the involvement of parents and the wider school community.
7. Craighouse School is responsible for ensuring that all its staff members understand this approach to classroom management, have the skills needed to develop a positive learning environment and know what to do when this does not occur or breaks down.
8. Adults are expected to model the behaviour that they expect from pupils, and to promote a positive school environment.

III. Craighouse School values

The values promoted by Craighouse School are respect, honesty, responsibility, effort, tolerance, loyalty, friendship, justice and solidarity.

These values are grouped into personal values and prosocial values. We have made this distinction so as to give the values a functional sense. Despite the fact that they all contribute to a person's development, each group contributes in a differential manner in nurturing the skills needed by pupils to become active members of a community, acting in a way that is positive, respectful and participative.

Personal values contribute to the development of pupil's full potential, achieving personal excellence. These values are respect, honesty, responsibility and effort.

Prosocial values help pupils to integrate into diverse communities and be able to provide a caring environment. These values are tolerance, loyalty, friendship, justice and solidarity.

The adoption of these nine values combined contributes to the formation of pupils within the framework of the Craighouse School pupil profile, and allows the development of a

school culture of respect for our guidelines: high standards, concern for others and family involvement.

What follows is a detailed description of the nine Craighouse School values, the way to promote the development of these values, the role of each member of the community in the formation process, possible positive or negative consequences of value conducts, and follow-up procedures in our pupils' education process.

A) The nine values

Personal values

1. RESPECT

Recognising and valuing the right that every individual deserves for the fact of being a person, and recognising society and its rules.

Being respectful implies:

- Showing self-respect: Knowing and accepting oneself, making an effort to improve.
- Respecting others: Respecting all members of the community, regardless of their beliefs, ethnic background, gender, social class, job, nationality, thoughts and ideals, both in direct contact and in virtual environments.
- Respecting the educational environment: Valuing the Craighouse School community and our country, both directly and in virtual environments.
- Respecting the environment: Valuing and preserving nature as our only life source.

2. HONESTY

The congruence between a person's thoughts, words and actions, showing correctness, honesty and transparency.

Being honest implies:

- Always speaking and acting truthfully and facing the consequences.
- Respecting other people's belongings and resources.
- Explicitly acknowledging the authorship of ideas, projects, materials, etc., when they are not one's own.
- Openly sharing one's point of view with others.

3. RESPONSIBILITY

Doing one's own duties and those assigned to us, and taking full responsibility for the consequences of our actions.

Being responsible implies:

- Taking on commitments with oneself, with others, with the school, with the country and with the environment.
- Honouring commitments and keeping promises.

- In the case of pupils, taking responsibility for their learning, and in the case of teachers, empowering and facilitating this process.

4. EFFORT

The capacity to persevere in order to achieve a positive goal, strengthening one's will.

Making an effort involves:

- Making an effort to give one's best in every personal project.
- Persevering in the search for solutions to one's difficulties.
- Overcoming difficulties, being resilient, solving problems, concentrating on solutions rather than on problems. This is reflected in an attitude of constant and conscientious hard work in every aspect.

Prosocial values

5. JUSTICE

Ensuring that each person gives and receives what is their due, with equity, balance and impartiality, seeking their own wellbeing and that of others.

Being just implies:

- Being fully aware of the external factors that affect a situation, and considering them when making a decision.
- Acknowledging other people's efforts, merits and achievements.

6. TOLERANCE

The consideration and acceptance of other people's ways of thinking and feeling, even if these are different from our own. It means valuing and respecting diversity.

Being tolerant implies:

- Valuing other people's ways, opinions and religious and political beliefs as different ways of thinking that are as valid as one's own.
- Seeking to understand other people's ways of thinking, and valuing this contribution as a form of personal growth.
- Recognising the advantages of knowing and connecting with different cultures, ethnic groups, languages, nationalities, etc.

7. SOLIDARITY

A willingness to help and support others with concrete actions, without expecting anything in return.

Showing solidarity implies:

- Taking on responsibilities and tasks that contribute to the benefit of others, even if those duties are other people's responsibility.

- Giving support to those who need it, within a group, a class, inside and outside the Craighouse School community.
- Putting one's time, effort and sacrifice at the service of others.

8. LOYALTY

The adhesion to a set of personal principles and values that make it possible to meet the commitments one has made to persons or institutions, so long as they are in accordance with one's own.

Being loyal implies:

- Being faithful to one's own principles and those of the Craighouse School community.
- Being capable of confronting and denouncing those actions that go against one's own values or those of the community, particularly those conducts that damage or endanger another person.

9. FRIENDSHIP

A feeling of affection for or affinity with another person, which results in sharing with no ulterior motive.

Being a friend implies:

- Sharing without seeking personal benefit.
- Showing concern for another person's wellbeing.
- Helping in case of need.
- Showing empathy and celebrating another person's happiness.
- Offering constructive criticism to help someone.

B) Evolutionary approach in the teaching of values

Promoting the development of a moral judgement in children which will allow them to live in harmony with their peers is of vital importance.

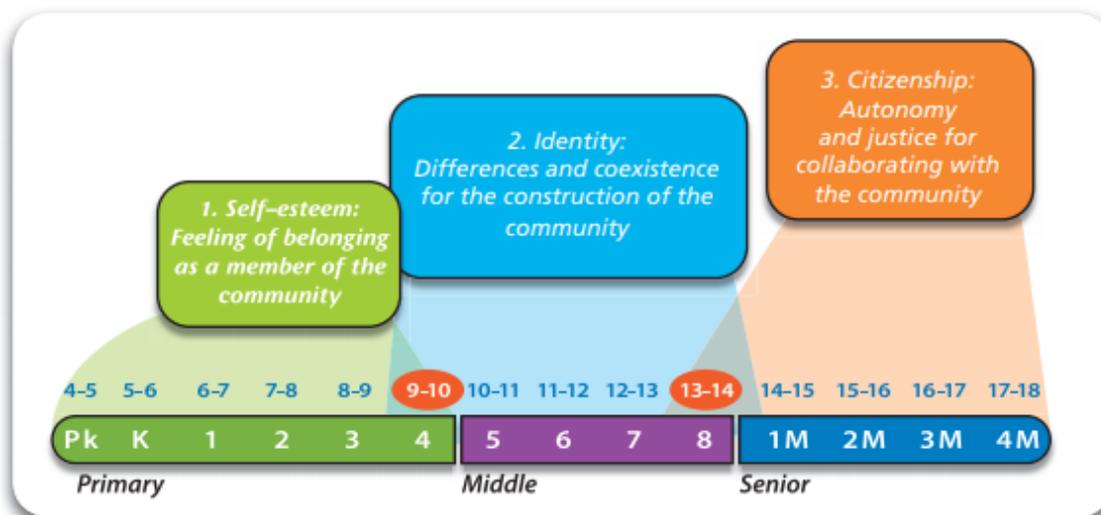
As educators, we have asked ourselves how we can teach these values throughout the different stages of our pupils' development.

If our formative work aims to help pupils reach a comprehensive development, we need to follow an evolutionary approach that can coordinate their moral development with the cognitive, emotional and social changes and processes they undergo during their growth.

We have, therefore, designed an evolutionary-pedagogical chart, in order to adapt the conduct expected for each value to the pupils' evolutionary level according to specific age ranges. These ranges are briefly described in the following progression chart in the teaching of values.

Value progression chart

The progression of values has three stages and two transitions, as shown below:



1. In the first stage (approximately up to Year 4), the development of values will have to be directly related to pupils' self-esteem and their ability to feel part of their community. For children in this age group, the community will initially be made up of their families, then their classmates and teachers and finally their school, with which they will feel a sense of belonging. In this stage, knowing and accepting each other is a basic task that will set the foundations for the following stages.
2. The second stage includes pupils from Years 5 to 8. Here, the self-esteem and self-concept achieved in the Primary Section will have to be consolidated in the search for a personal identity. Moral development will be linked to the challenges of living in a community that will gradually change from being homogeneous to heterogeneous.
3. The third stage is implemented in the Senior Section and the focus of moral development is the integration of this new-found identity into a wider community: society. Therefore, the emphasis will be on the formation of values for the construction of citizenship, in order to contribute to and build a more just society.

Although each stage corresponds to a particular age group, pupils will sometimes fluctuate between their stages and regress to previous ones. In those cases it will be necessary to re-focus of the teaching of values to earlier stages.

Finally, teachers must pay attention to transitional periods (i.e. from Primary to Middle and from Middle to Senior), slowly toning down changes of emphasis in the formative level.

C) Role of each member of the Craighouse School community in the teaching of values

The main focus for the teaching of values in the Craighouse School community is the daily, positive experience of these values, with a teaching approach based on the continuous promotion and reinforcement of morally positive conduct.

The ability to reflect is considered a central element for the teaching of values; therefore, reflection must be present in the promotion, correction and sanctioning of values.

Promotion is the action of driving a process, aiming for its achievement. The promotion of values involves making them known and modelling them until they become part of the everyday experience of the Craighouse School community.

The role of each and every member of the Craighouse School community is to promote a school life based on our values. All areas of the school contribute to the education of our pupils, in a purposeful manner, through their specific roles. However, it is the duty of the adults in particular to serve as ethical models, showing a high level of respect and responsibility toward pupils, the school and the community.

In the education process, pupils may not always show a positive conduct in terms of values. Conducts, attitudes or situations that transgress a value will also occur, and they are particularly useful for moral education. These situations play a fundamental role in the development of values, since they become learning opportunities and moments which are ideal for the promotion of a deep moral reflection on the behaviour of each one.

Therefore, for a morally positive development of values in our pupils we must resort to deep thinking and to the active and daily promotion of values. However, repairing and sanctioning will also be relevant for this process.

Repairing is the action of correcting one's mistakes. In the case of a conduct that challenges some of the promoted values, the correction and reparation of the damage will always be the first consequence. Remedial actions will go hand in hand with reflection; this will allow us to transform the situation into a learning opportunity.

Nevertheless, despite the actions that aim to repair damage, challenging a value will sometimes result in a sanction, which will depend on the seriousness and/ or frequency of the conduct. The teacher involved or the observer of the conduct will be responsible for determining the appropriate sanction. To do this, teachers can consult with the head of section or the Educational Council. In more serious cases, teachers should always refer the case to the head of section.

1) Role of TEACHERS in the teaching of values

Teachers are the main guides of educational processes, and fundamental promoters of an environment appropriate for education. Teachers are the authorities who must implement

the Educational Project and strive for the development of the pupil profile and students' comprehensive education. A comprehensive education and an education based on values are achieved by valuing each person and their uniqueness, taking care of weaknesses, trusting and supporting each person's strengths.

However, the role of tutors is different from that of subject teachers in the development of values. Their separate roles are detailed below.

1.1) The role of TUTORS

In the promotion of values

- To raise awareness in pupils about values, in order to make them significant.
- To apply personal values to academic learning and the day-to-day interaction of each class, constantly making them explicit.
- To create moments and spaces for talking about and working with values (mentioning when a value is and is not present, modelling values and applying rules based on values).
- To work together with subject teachers in the promotion of certain values.
- To work purposefully on the Formative Curriculum, using it as a key tool for our pupils' comprehensive education.
- To raise awareness among families about the school's approach to school life and the values promoted by Craighouse School.
- To register the academic-formative report and information concerning pupils' positive attitudes in a school administration system (such as SchoolTrack).

In the reparation process, when a particular value is transgressed

- To help the pupil to reflect ethically on what has happened and on the importance of repairing the damage.
- To ensure that the reparation does happen and that the pupil understands the value.
- To inform other teachers, when appropriate.
- To inform the pupil's family so that they become involved in the reflection and promotion processes and in the corrective actions.
- To record the information in a school administration system (such as SchoolTrack).

In case of a sanction

- To be informed about any sanction applied to a pupil in their class, taking part in the strategy and/or ensuring that the sanction is applied.
- To inform the pupil's family about the applied sanction.
- To inform other teachers.
- To record the information in a school administration system (such as SchoolTrack).

1.2) The role of SUBJECT TEACHERS

In the promotion of values

- To apply personal values to academic learning and the day-to-day interaction of each class, constantly making them explicit.
- To apply prosocial values to academic learning when coherent with their subjects.
- To model values and draw attention to them as part of their subjects.
- To explain when a value is and is not present.
- To record the information in a school administration system (such as SchoolTrack).

In the reparation process, when a particular value is transgressed

- To help the pupil to reflect morally on what has happened and on the importance of repairing the damage.
- To create an opportunity for reparation, together with the pupil.
- To inform the tutor when the situation is repeated.
- To record the information in a school administration system (such as SchoolTrack), when appropriate.

In case of a sanction

- To decide on a sanction when a pupil disregards values during class hours.
- To inform the tutor and decide together who will call the parents.
- To consult about the sanction, when relevant, with the tutor and/or head of section. However, in cases of more serious sanctions (suspension, conditional registration, conduct sheet or academic sheet), the head of section must always be consulted.
- To record the information in a school administration system (such as SchoolTrack).

2) The role of INSPECTORS

In the promotion of values

- To accompany pupils in different environments, providing guidelines and modelling values outside the classroom.
- To communicate and share with teachers of the section and heads of section, if appropriate, what inspectors have observed in the playground.
- To work in coordination with deputy heads of section, Formative Area, and teachers, to develop strategies in order to promote values.
- To support the section in the promotion of values, to support preventive and corrective measures, and to contribute with a different view.

In the reparation process, when a particular value is transgressed

- To talk and reflect with the pupil in the moment when a value is disregarded.
- To propose a remedial action.
- To inform the tutor.
- To record the information in a school administration system (such as SchoolTrack).

In case of a sanction

- To serve the role of authority outside the classroom, thus being able to apply a sanction.
- To inform the tutor of any transgression.

3) The role of SENIOR MANAGEMENT

Members of the Senior Management Team contribute to the teaching of values just as teachers do. They are ethical mentors, since they offer pupils moral instruction and guidance in the form of explanations and corrective feedback when pupils offend others or themselves.

3.1) The role of the HEADMASTER

In the promotion of values

- To embody and transmit the spirit of Craighouse School values inside and outside the school community.

In the reparation process, when a particular value is transgressed

- To serve as the final instance of appeal for pupils, teachers and families regarding any measures that have been taken.

In case of a sanction

- To serve as the final instance of appeal for a pupil and his/her family.
- To support teachers and heads of section in the sanctioning process.

3.2) The role of HEADS OF SECTION

In the promotion of values

- To embody and transmit the spirit of Craighouse School values inside and outside the school community.
- To guide teachers, tutors, pupils, families and inspectors - i.e. all members of their section - providing guidelines and modelling ways of promoting a positive school life and the fostering of values.
- To create a good learning environment in their section and to ensure that values are known and understood.
- To work in coordination with other sections for developing strategies to promote values.
- To facilitate the development of activities aiming to promote values. “To make things happen”.

In the reparation process, when a particular value is transgressed

- In more serious cases, to lead discussions between pupils, families and teachers.
- To promote reflection and the creation of remedial actions.

In case of a sanction

- To accompany, assess and support teachers in the decision-making process and the setting of more severe sanctions.
- To serve as the first instance for appeal for pupils or families.
- To support teachers in their relationship with parents.

4) The role of PUPILS

Craighouse School pupils have a very important role in their learning process, and their responsibility increases as they reach higher levels of independence and autonomy.

In the promotion of values

- To internalize the school values, and to regulate their conduct accordingly.
- To actively contribute to a positive environment in the school community, promoting a positive school life.
- To lead the promotion of values within the community.
- To represent Craighouse School values in and outside the school.
- For Prefects, to be guide models for other pupils regarding values.
- For the Student Council and class representatives, to propose different activities for the promotion of values, and to act accordingly in all situations.

In the reparation process, when a particular value is transgressed

- To understand and repair the transgression of a value.
- To propose and agree upon reparation procedures that are proportional to the transgression of the value.

In case of a sanction

- To comply with the sanction.
- To appeal if they do not agree with the sanction.

5) The role of FAMILIES

Families hold the greatest responsibility in the education of their children. When a family joins the Craighouse School community, they adhere to the set of values promoted by the school and commit themselves to strengthen those values, both at school and at home. They also commit themselves to comply with and ensure compliance with those policies and norms established by Craighouse School, which contribute to pupils' development.

In the promotion of values

- To support their children in the process of development and teaching of values.
- To talk with their children about everyday life situations where there are options in terms of values.
- Together with the school and the class, to encourage pupils and families to live collaboratively and in harmony.
- To be fully aware of, adhere to and enforce the school's policies and values.

In the reparation process, when a particular value is transgressed

- To talk with their children and support the school in the understanding and value of the reparation procedure, and to clarify any doubts at school.
- If necessary, to participate in the reflection and reparation procedure assigned to their children.

In case of a sanction

- To support the sanction and ensure that it is complied with.
- To appeal if they do not agree with the sanction.

6) The role of ADMINISTRATIVE AND ANCILLARY STAFF

In the promotion of values

- To embody and transmit the spirit of Craighouse School values in their daily school activities, with their co-workers and particularly in their relationship with pupils and their families.

In the reparation process, when a particular value is transgressed

- To talk and reflect about the transgression, together with the pupil, wherever it occurs.
- To propose a reparation procedure.
- To inform the head of section and/or tutor.

In case of a sanction

- To inform the head of section and/or tutor immediately, since they do not have the faculty to apply sanctions.

7) The role of the FORMATIVE COUNCIL

In the promotion of values

- To ensure that there is coherence and continuity among sections, regarding actions that are implemented to promote values.
- To ensure that Craighouse School documents are updated, so that they are coherent with the promotion of values.
- To be a thinktank for the promotion of values.
- To create guidelines for pupils' all-round education.

8) The role of the EDUCATIONAL COUNCIL

In the promotion of values

- To support teachers and tutors of the section in the promotion of values, suggesting general guidelines.
- To support teachers and tutors in situations of learning, socio-emotional and behaviour difficulties among pupils.
- To promote strategies to acknowledge pupils, groups of pupils or classes that show a high level of understanding of and commitment to values.

In the reparation process, when a particular value is transgressed

- To create strategies for correcting conducts, which result in a significant learning of the value by the pupil and/or class, level, group, etc.
- To support the head and deputy head of section in the decision-making process and the establishment of sanctions and corrections for more serious cases.

In case of a sanction

- To advise the head of section regarding the chosen sanction.

9) The role of the TEACHERS' COUNCIL

In the promotion of values

- To provide an overview in the process for value formation.
- To share experiences which have fostered good relationships.
- To share strategies for the promotion of personal and prosocial values.
- To assess progress and identify ways of improving.
- To identify pupils and/or groups who embody values, in order to make this known to the Craighouse School community (with awards, applauses, etc.).
- To align criteria regarding what is to be expected or accepted from our pupils in terms of values.

In the reparation process, when a particular value is transgressed

- To share experiences of reparation for similar cases.
- To evaluate the effect of reparation procedures and search for strategies to improve them.
- To identify pupils and/or groups that require further guidance regarding values in order to develop a positive environment.

In case of a sanction

- To be available for consultation by the head of section, if required, in case of a sanction.

D) Teaching of values: Procedure and consequences of pupils' positive and negative conduct

1) Procedure and positive consequences of the achievement of expected conducts in the teaching of values

This type of acknowledgement contributes to the development of pupils' self-esteem, the embodiment of a positive moral fibre and the development of a habit of healthy coexistence.

The following forms of acknowledgement are not exclusive:

1. Verbal acknowledgement to a pupil for his/her effort or achievement.
2. Recognition of a pupil in front of the class.
3. Acknowledgement during assemblies.
4. Positive annotation in a school administration system (such as SchoolTrack).
5. Letter of congratulation to parents and pupils.
6. Interview with parents to inform them about good behaviour.
7. Recognition for an outstanding participation in any activity in or outside the school.
8. Being chosen to represent the school in different events as a way of acknowledging a pupil's behaviour.
9. Being chosen best classmate by his/her peers.
10. Award for values, chosen by his/her classmates.
11. Award for looking after the environment.
12. "School Spirit" end-of-year award.
13. Nomination for Prefect in Year 12.

2) Procedure for conducts that show transgression of values

Based on the philosophy behind the School Life Guide, which favours the development and promotion of values, situations that constitute the infringement of a value will be studied carefully considering the factors involved, including, but not limited to, a pupil's stage of development and her/his past behaviour.

In this context and considering the guidelines proposed by the Ministry of Education, transgressions are divided into three categories: minor misconduct, serious misconduct and very serious misconduct, each of which will be described below, together with the sanctions that can be applied in each case.

In the case of preschool pupils, all cases of misconduct will only receive formative measures, as they are still undergoing a learning process in terms of social norms and the acquisition of self-regulation skills. If a child shows a disruptive and/or aggressive behaviour that puts his/her safety and that of his/her classmates at risk, the school and the child's parents will agree on an assessment and/or treatment with a specialist. Additionally, the school may define a reduced schedule for a specific period in order to achieve continual progress in the regulation of her/his conduct.

2.1) Minor misconduct

It is any attitude or behaviour that alters or tends to alter the school environment, without involving physical or psychological damage to other members of the community, or that represents failure to comply with the norms of the community. Sanctions for minor misconducts will be defined by the teacher who was in charge of the pupil when the misconduct occurred.

Minor misconducts include, for example, but are not limited to:

- a) Arriving late to class or leaving the class without authorisation.
- b) Personal appearance and uniform that does not comply with the School Uniform and Personal Appearance Policy.
- c) Lack of personal hygiene. All pupils must be clean, neatly dressed and have their hair combed (boys must be shaved). The uniform must be clean and neat.
- d) Not working in class and/or interfering with the teacher's or classmates' work during class.
- e) Not complying with academic responsibilities within the specified time or the specified standards (homework, projects, interviews with teachers, etc.).
- f) Not bringing, in time and form, the necessary materials, supplies or sports equipment.
- g) Not bringing a formal excuse after being absent.
- h) Eating and drinking in class without authorisation.
- i) Using bad and vulgar language.
- j) Not complying with library or inquiry centre deadlines.
- k) Using electronic devices of any kind in class without authorisation from the teacher.

Minor misconducts will be sanctioned with one or more of the following measures, and will be recorded in a school administration system (such as SchoolTrack):

- Formal warning or reminder and any agreements about the pupil's future behaviour, which will be recorded in a school administration system (such as SchoolTrack).
- Obligation to repair the damage caused by the misconduct.
- Recovery of lost time outside school hours.
- Completion of additional tasks.
- Formal apologies to whoever was affected by the misconduct.

If a pupil shows additional behaviour that constitutes a minor misconduct, one or more of the following sanctions may be applied:

- a) Interview with the tutor. The pupil must attend the interview together with his/her parents.
- b) Signing of a future conduct agreement by the pupil and his/parents, proposed by the school.

Sanctions for minor misconducts will be applied by the teacher who witnessed the misconduct or who was informed of it. Before applying the sanction, the teacher must

first listen to the pupil and record his/her statement in a school administration system (such as SchoolTrack).

2.2) Serious misconduct

It is any attitude or behaviour that threatens or tends to threaten the physical or psychological integrity of one or more members of the community or the common well-being of the members of the community, as well as any dishonest action that harms or tends to harm the school environment, and any conduct or behaviour that represents a serious infringement of the norms of the community and/or negatively affects the school's public image. Additionally, this category includes any conduct or behaviour that seriously infringes the rules that govern community life and/or negatively affect the school's public image and its values.

Serious misconducts require pupils to reflect on and repair the damage caused.

The Tutor and the Head or Deputy Head of Section will inform the pupil's parents of the sanction for the serious misconduct and will record it in a school administration system (such as SchoolTrack).

Serious misconducts include, for example, but are not limited to:

- a) Any minor misconduct that is repeated three times or more during the current semester.
- b) Failing to comply with the sanction imposed for a minor misconduct, or with the future behaviour commitment agreed upon after such misconduct.
- c) Leaving the school without permission to do so.
- d) Deceiving or distorting the truth.
- e) Mishandling other people's belongings and damaging the school's infrastructure and services.
- f) Offending, assaulting, intimidating or harassing other members of the Craighouse School community.
- g) Offending, assaulting, intimidating or harassing others through social media or other digital technologies, and/or cyberbullying, among others, as described in the ICT Policy.
- h) Displaying or spreading through any means pornographic material, content of a sexual nature or explicit violence.
- i) Forging or falsifying grades.
- j) Not complying with the rules established in the Academic Honesty Policy and its protocols, such as forging, copying, plagiarizing or falsifying written projects or homework, or contributing to such an act.
- k) Drinking alcohol, smoking cigarettes or electronic cigarettes, or using illegal drugs of any kind on the school premises or during school-related activities outside the school.
- l) Distributing and/or selling alcohol, cigarettes or electronic cigarettes of any kind.

Serious misconducts will be sanctioned with one or more of the following measures:

- Reparation activities for the benefit of the school or the community in connection with the misconduct, outside school hours.
- Suspension from one or more lessons or inability to remain in the lesson in which the misconduct occurred. During the time when a pupil is suspended from a class, the pupil must remain at the inspectors' office or the head of section's office.
- Suspension from school for a period no longer than five days.
- In case of an infringement of academic honesty, the misconduct will be sanctioned as established in the Academic Honesty Protocol of the relevant section.
- Conditional registration of the pupil for the specified time, which cannot be more than two years. Should a pupil with conditional registration commit a minor misconduct, serious misconduct, her/his registration may be cancelled. Should a pupil with conditional registration commit a serious misconduct, serious misconduct, she/he may be immediately expelled from the school.
- Cancellation of the registration.
- In the case of a pupil from Year 12, she/he will not be authorised to attend the graduation ceremony and/or end-of-year ceremonies and activities, which are complementary to the school's academic and formative programme. These invitations are only extended by the headmaster and have a private connotation.
- In any event, and notwithstanding other sanctions that may have been applied, pupils of any level will not be able to take part in tours, trips, or any activity representing the school for a period of six months from the date when the sanction was applied.

Sanctions for serious misconducts will be determined by the relevant head of section, after consulting with the Educational Council. The head of section must have previously listened to the pupil who has committed the serious misconduct and her/his tutor. If the serious misconduct consists of an aggression, the Protocols for cases of accusations of aggression and/or violation of pupils' rights will be applied.

Information about sanctions will be only known by the head of section, the Educational Council, the respective tutor, the pupil and her/his family. The situation should therefore be kept confidential to prevent the pupil's denigration or humiliation. When necessary, the corresponding information will be reported to the relevant authorities.

All sanctions of conditional registration will be defined by the relevant Head of Section, after consulting with the Educational Council. Then, the Teachers Council and the Headmaster will be informed of the situation.

A sanction of cancelling a pupil's registration will be applied by the Headmaster, who will first listen to the Head of Section, the Educational Council, the Teachers Council, and the Formative Council.

2.3) Very serious misconduct

It is any attitude or misconduct that seriously threatens or tends to threaten the physical or psychological integrity of one or more members of the community, as well as any action

or misconduct that represents a very serious or repeated infringement of the norms that govern relationships in the community.

Very serious misconducts include, for example, but are not limited to:

- a) Any serious misconduct that is repeated two or more times.
- b) Failing to comply with the sanction imposed for a serious misconduct, or with whatever action was agreed upon after such misconduct.
- c) Taking or seriously damaging other people's belongings.
- d) Sexual abuse.
- e) Dealing of forbidden substances.
- f) Online or face-to-face harassment, attack and/or serious injury towards other members of the community.

Very serious misconducts will be sanctioned with one or more of the following measures:

- Cancellation of registration.
- Immediate expulsion from the school.
- In the case of a pupil from Year 12, she/he will be expelled immediately and will not be authorised to attend the graduation ceremony and/or end-of-year ceremonies and activities, which are complementary to the school's academic and formative programme. These invitations are only extended by the headmaster and have a private connotation.
- Whatever the circumstances, and notwithstanding other sanctions that may have been applied, pupils from any year level will not be authorised to take part in tours, trips or any other activities in representation of the school, for the remainder of the school year after the registration is cancelled.

These sanctions can only be applied by the Headmaster, who must first listen to the pupil, the Head of Section, the Educational Council, the Teachers Council, and the Formative Council.

In the case of cancellation of a pupil's registration and expulsion, the parents of the sanctioned pupil may ask the Headmaster, in writing, to reconsider the measure. They must do so within five business days after the measure is communicated to the pupil and her/his parents. Once the letter of appeal has been received, the Headmaster will have five working days to reply.

Information about sanctions will be known by the people mentioned in this section and by the pupil and his/her family, and the situation should be kept confidential to prevent the pupil's denigration or humiliation, notwithstanding the possibility of informing relevant authorities when needed.

E) Recording and follow-up of the value development process

In order to do a follow-up of the teaching of values, it is essential to keep a careful record of the process. Therefore, both positive and negative conducts and attitudes need to be recorded. This is done in SchoolTrack - in the weekly academic-formative report - and in each pupil's school diary (when appropriate).

On the one hand, personal values (respect, honesty, responsibility and effort) are observed daily in the classroom; therefore, the role of teachers is relevant both in the formation and in the recording of these values.

Respect for classmates and adults, honesty regarding personal work, responsibility and effort in order to achieve significant learning, can all be observed in the academic curriculum; hence the importance of the formative role of teachers.

On the other hand, prosocial values are expressed inside and outside the classroom; in sports, recreational and community activities. In order to promote and foster these values, the whole Craighouse School community will have to work together in teaching these values every day.

Pupils' performance in the nine values will be evaluated within the academic and formative area. However, emphasis will be placed on personal values, which will be evaluated each term by tutors and subject teachers. Thus, each term teachers will have to record positive and/or negative aspects of the development of each personal value for every pupil. The recording of social values is also important; however, it will depend on each pupil's conduct.

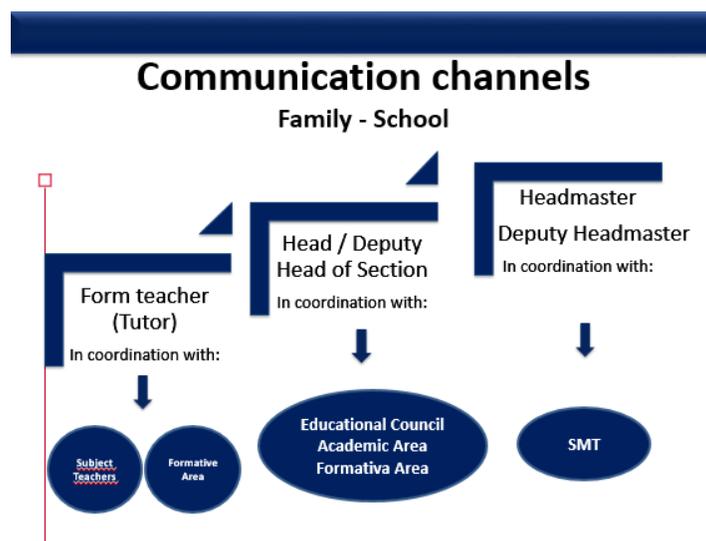
V. Essential agreements for the creation of a positive learning environment

1. Greetings are a sign of respect and good manners. We commit ourselves to greeting people politely and answering greetings.
2. Not only does punctuality allow activities to be carried out on time, but it is also a sign of respect. We commit ourselves to respecting our own time and that of others.
3. Respectful interaction, both in the real and the virtual worlds, using appropriate language, contributes to the creation of a positive environment for learning and a healthy relationship among teachers and pupils and among peers. We will do our best so that our interactions show this spirit of respect.
4. Respect for other people's opinions and thoughts is a basic requirement for enriching a learning environment. We commit ourselves to listening to teachers and classmates, regardless of whether or not we agree with them.
5. For Craighouse School, the uniform and personal appearance are an important part of pupils' formation, since they represent the value of the attribute of formality, whose roots can be found in British traditions, and which reflect respect for social norms. The uniform also contributes to the creation of identity within the pupils' community. As established in the School Uniform and Personal Appearance Policy, each pupil will

- be required to wear the uniform correctly and comply with the personal appearance rules described in this policy.
6. Leaving every place we use both clean and neat shows respect for classmates, teachers, cleaning staff and ourselves. We will leave our classrooms, lunch area and playground in perfect condition for those who will use them after us.
 7. Other people's belongings can only be used if we have their permission, and it constitutes one of the basic premises of honesty. We commit ourselves to respecting other people's belongings, both material and intellectual, returning everything we borrow in good condition and acknowledging the information sources we use in our schoolwork.
 8. In order to achieve significant learning, we need to have all our materials, do our homework every day and meet deadlines for papers and projects. We commit ourselves to acting with responsibility with our schoolwork.
 9. In order to achieve goals and objectives, we need to make an effort, constantly and systematically. We commit ourselves to taking on challenges and giving our best in order to achieve excellence and to contribute to a positive working environment for our classmates.
 10. A good school environment is achieved when there is friendship, solidarity, justice, tolerance and loyalty. We commit ourselves to developing these values, being tolerant, helping each other, not attacking anyone either physically nor verbally, not letting anyone feel isolated or discriminated and actively contributing to a positive environment.

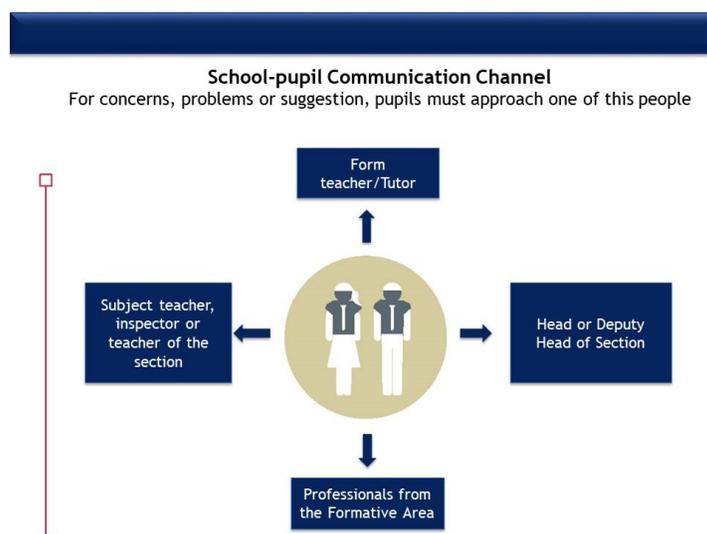
VI. Family-school communication channel

What follows is a diagram showing the communication channel between families and the school:



1. Parents will first have to visit the Tutor (or Form Teacher).
2. The next step, if the situation, problem or concern persists, is to approach the Head or Deputy Head of Section.
3. Finally, they should visit the Headmaster or Deputy Headmaster.

VII. School-pupil communication channel



If a pupil wishes to communicate a concern, problem or suggestion, she/he should visit one of these people:

- Form teacher / Tutor.
- Subject teacher, inspector or teacher of the section.
- Head or deputy head of section.
- Professionals from the Formative Area.

VIII. Documents that make up the School Life Guide

1. Protocols for cases of accusations of aggression and/or violation of pupils' rights
2. Protocol for action in case of accusation of sexual assault and other sexual offences toward a pupil
3. Protocol for the retention and support of pupils who are parents and pregnant
4. Emotional Development and Sexuality Policy
5. Prevention of Drug Use and Alcohol Abuse
6. Protocol for situation related to alcohol and drugs
7. Inclusion Policy

8. Assessment Policy + Addendum
9. Academic Honesty Policy
10. Academic Honesty Protocol Primary Section
11. Academic Honesty Protocol Middle Section
12. Academic Honesty Protocol Senior Section
13. ICT Policy
14. Travel Policy
15. Protocol for Educational Outings (Academic and Formative)
16. School Uniform and Personal Appearance Policy
17. Entrance and Exit Protocol
18. Infirmary Regulations - Sports fields
19. Health and Hygiene Protocol
20. Prekinder Admissions Policy
21. Emergency and evacuation procedure

IX. Modifications, publication and validity

Any situation not described in the School Life Guide will be reviewed by the Headmaster, together with the Head of the Formative Area, the Head of Section and the Formative Council, in order to apply the process criteria.

This School Life Guide will be reviewed at least once a year, in accordance with current regulations.

All modifications will be included in the text published on www.craighouse.cl. Parents will be informed of this website publication via email, and the modifications will be in force as from the date when the email is sent.

Revision and update - October 2020