

PLAN TO PROMOTE GOOD COEXISTENCE IN SCHOOL

CONCRETE OBJECTIVES:

PROMOTE RESPECT IN THE COURTYARD

AVOID CLASSIFYING STUDENTS

IMPROVE SCHOOL ATMOSPHERE OF SILENCE

BRING FAMILIES AND THE SCHOOL CLOSER

This fourth axis focuses on coexistence. It is the **ideal situation that we want to achieve**, or at least get as close to it as possible.

Coexistence is the ability to live with others (co-exist) in a framework of mutual respect and mutual solidarity; it implies recognition and respect for diversity, a person's ability to understand, value and accept differences and other points of view. This capacity is applicable to society and also to the school environment.

We have set **four specific objectives**, in which the three agents of school life are protagonists (students, parents and families). First of all, to **promote respect during free time**, especially in the playground: **it is in this environment of play and free time** that conflicts tend to arise. Fortunately, it is also an **ideal space to work on human relations**.

Secondly, we aim to **avoid classifying students** by means of predefined labels or roles. This classification, which is often imposed by the pupils themselves or by others, is a source of discrimination which we want to avoid, but which will undoubtedly have to be addressed on a regular basis. The appearance of this phenomenon will then become an **opportunity to work and reflect with the students on respecting differences and their own identity**.

As a **third objective**, the **improvement of quietness in the school environment** is a daily goal, which requires careful, sometimes long-term work. In the event of **its success, it would undoubtedly improve the atmosphere within the school**. Working in silence, walking quietly, eating quietly, etc. are goals we are working towards which will contribute to a better coexistence.

Ultimately these goals will not be achieved unless **families are involved in the same goal**. We must involve our children, not only through communication (which must be easy, constant and clear), but **also by cooperating in the creation and consensus-building of regulations**.

For each of these objectives, we undertake a series of specific actions, with a focus on each of them, sometimes jointly, which we will explain below.

ACTIONS ON THE STUDENTS PART

Playground clubs

During the morning break, primary school pupils regularly organize groups for specific games (cards, chess, board games). What we are looking for with the creation of these clubs (some students organize and others participate) is for them to **be inclusive**. Because students organize them, it makes them aware of the importance of **preserving respect**. As a result, they become teachers for a while and are **required to make an effort to organize and manage people**.

The Houses

For years the school has had an annual competition which involves all our students and teaching staff: the houses. Grouped into **four large teams (Earth, Wind, Fire, Water)**, they contribute points to their house from the most diverse activities inside and outside the classroom like: behaviour, work, sports days, competitions, altruistic tasks, special celebrations, etc. Everything can add points to their house, but the **most important thing is the diversity of each house**. In each house there are people of all ages, backgrounds, sex, interests and academic level. This helps to **strengthen relationships between them at the same level** by establishing synergies in a cooperative way between older-younger students, native-foreigner, expert student- novice student, etc.

The competition is always **festive and friendly, but with the utmost respect** between members of the same house and towards members of other houses.

CAS Service for Monitoring and Conflicts

Within **secondary school's CAS** community service , **groups of 'playground monitors'** (2-4 people) are set up. These monitors patrol the playground to detect possible conflicts, fights, etc. and report back to the relevant teachers. Since the service is given by secondary towards primary, **the younger students look up to the older students** and follow their example. When monitoring is established among secondary school students, **a dynamic is created that favours awareness for both parties** (monitors and those involved), who try to raise awareness of those behaviours that are contrary to proper coexistence.

Playing

The action of playing is present in many areas of school life. Not only in the time of recreation, but also in different subjects or, as we have already mentioned, in the competition of houses.

Playing enriches the student's personality in many ways: it teaches values, attitudes such as sportsmanship, fair play and respect for rules. On the other hand, **the management of emotions is a determining point in playing**, since the student must channel frustration in the event of defeat, or demonstrate good sportsmanship in the event of victory.

In **primary**, every student has **one hour of chess per week** as a subject. Through it, the aspects mentioned above are worked on, emphasizing the importance of respect: the game, the rules, classmates and the material.

ACTIONS ON THE TEACHERS BEHALF

Educating by example

Respect, values, good manners and all that we want to instil in our students in the matter of coexistence, **must first be demonstrated by teachers**. They not only teach and transmit them as knowledge, but they also **lead by example**.

We encourage respect between students and from student to teacher, but first we must **treat students with respect**. We teach by example and with that we are encouraging students to do so.

We are also pleased with the effort and work done to keep the spaces clean and to take care of the facilities properly.

Formation of working groups

The school encourages students to work in groups in the various subjects. A classification in groups according to the **academic level** (group A, B, C, D, with A being the most brilliant and D as the students with the most difficulties) **does not favour positive reinforcement**. It also limits some of the abilities of the most advanced students. Therefore, the most favourable group dynamics are those that are inclusive and cooperative. With the **formation of heterogeneous cooperative groups** (students with different levels, personalities, interests and abilities), we set the following goals:

- **Creation of synergies:** students help others, and at the same time this task of helping and explaining concepts leads to a development of capacities.
- **Boosting effort:** the more advanced students must integrate and make others feel part of the group.

- **Search for roles and abilities:** instead of classifying students, we try to search for their abilities and roles. Not all students excel in the same areas, and therefore within each group we can **find specialists in different subjects** (maths, language, oral expression, art). This process is the key to creating positive roles for all learners.

These groups are formed and supervised by the teacher helps to **avoid situations that are contrary to this cooperative process:** groups that are too homogeneous, groups with the same partners or exclusion towards students who do not find a group.

Mindfulness

The word mindfulness can be translated as "**full attention**" or "**full consciousness**", and also refers to meditation. Developed in the children and teen sphere, one definition would be "kindly be attentive to everything that is happening at all times". The idea is to make our students **fully aware of everything they are doing**, and we can do this by teaching them to concentrate and become aware of their bodies and thoughts.

When applied in the classroom, **mindfulness will bring many benefits to both teachers and students:**

- To become aware of their body.
- Improve emotional self-management
- Improve social interaction
- Learn to control thoughts and improve cognitive skills
- Reduce stress and anxiety in times of crisis.

Although not implemented as a subject in most courses, teachers and families can apply it in their daily lives. In the classrooms, activities can be planned such as: concentrating and relaxing while sitting or lying down with the lights off; visualizing or imagining a place that will bring peace. In these activities students should focus on their breathing or on something concrete (a small noise, an object) so that they are fully aware of what they are doing. For the students, it will be important that the teacher also participates in it, as this way they will also take it as an important exercise.

Proactive playground monitoring

When a conflict appears in the playground, the teacher in charge of the monitoring that area is responsible **not only for sanctioning the action, but above all for reflecting with the students involved.**

The monitoring teachers will also try to anticipate conflicts. It is easy to observe how certain games, which seemingly start out as a joke end in a conflict or fight. The teacher would put an immediate stop to the game and would have them reflect on their behaviour.

Tutoring

The tutor is the **pupil's main adult reference** in school. This is why the weekly tutoring hour, or individual tutoring, takes on a major importance in different areas. The tutor-student relationship **allows a wide variety of conflicts to be tackled:**

- Conflicts occurring in the **playground**.
- Problems in relationships between students.
- Possible cases of **discrimination, rejection or harassment**.
- General situations of **misbehaviour**.
- Reflection on **values that can be applied in our daily lives**.

ACTIONS ON THE FAMILIES PART

Opinion group

Periodically, this representative group of parents from 5th grade onwards receives first-hand information and is in charge of transferring **proposals to school management**. It is a way of **exchanging ideas and projects face-to-face and in an organised manner**, which brings the school closer to the families. If **regulations are created and agreed upon** between both parties, it is a way for families not to see the rules and organization of the school as something distant, but as **a process in which they have been protagonists**.

Signing Agreements

Documents such as the coexistence plan itself, rules and resolutions **will be signed by families, and by the students themselves from 4th grade onwards**.

Signing an agreement **implies:**

- Both parties **accept the content**.

- Both parties firmly express the **commitment to fulfil it**.
- Families and students agree that they are working to give **formal consideration and seriousness to the actions and regulations** that are carried out in the school.

Celebrations

Parents become both **spectators and protagonists** of activities that take on special relevance at school. For example:

- Multicultural picnic: it is a meeting point, at the beginning of the course, between families of children in the same grade, to introduce themselves and their cultural background through food.
- **Concerts (Christmas) and oral exhibitions (4th language)**: parents are the audience for these events.
- **Open Day**: dedicated to future students and families, but also to the school's families, who can visit the whole campus and see projects completed by their children. Participation in a whole host of recreational and solidarity activities are also encouraged.

Regular contact

Family-school communication takes place in two different ways:

- **Face-to-face**: apart from the course presentation and interviews with the tutor, in Primary parents have the options of picking up their child from their classroom. Parents have the option of discussing the day-to-day with the tutor or teacher who is present at that time.
- **Virtual**: the **Clickedu platform** allows teachers to make daily updates on the evolution of the student in all areas (academic and behavioural). Families and students have access to it, in "virtual classroom", there is no need to wait for the marks to be published or to check their evolution. Additionally, the platform makes it possible to keep families informed of other aspects of school life: outings, lunch menus, celebrations, image galleries, etc.

Periodic contact is a way of making the "**school open to families**", since the process of learning and living together must have all three branches connected (pupils-teachers-families).

ENCOURAGE GOOD SCHOOL COEXISTENCE

