



The English Way
TRANSFORMING THROUGH RESPECT



Community Handbook 2026-2027

RESOLUCIÓN RECTORAL No. 11
POR MEDIO DE LA CUAL SE ADOPTA EL MANUAL DE CONVIVENCIA PARA EL AÑO 2026-2027

EL HEAD OF SCHOOL Y RECTOR DEL COLEGIO DE INGLATERRA (THE ENGLISH SCHOOL)

En uso de sus facultades constitucionales y legales en especial de las conferidas por los artículos 73 y 87 de la Ley 115 de 1994; Decreto 1075 de 2015 y de los artículos 17 y 18 del Decreto 1860 de 1994.

CONSIDERANDO:

PRIMERO. Que la Constitución Política Colombiana consagra que se fomenten prácticas democráticas para el aprendizaje de los principios y valores de la participación ciudadana;

SEGUNDO. Que el artículo 87 de la Ley General de Educación establece en toda institución educativa un Manual de Convivencia que responda a las necesidades de la Comunidad Educativa;

TERCERO. Que el Proyecto Educativo Institucional determina como función del Consejo Directivo la aprobación del Manual de Convivencia;

CUARTO. Que el Decreto 1075 de 2015, Artículo 2.3.3.1.4.4., reglamenta lo establecido en la Ley 115 en lo referente al Manual de Convivencia;

QUINTO. Que la Ley 1620 de 2013 en su Artículo 21, el Decreto 1965 de 2013 en sus Artículos 28 a 30 y la Resolución 1901 de junio de 2023 reglamentan lo referente a la reforma, actualización y ajuste del Manual de Convivencia;

SEXTO. Que, en reunión del Consejo Directivo del 25 de marzo de 2026, fue revisado y actualizado el Manual de Convivencia que entrará en vigencia a partir del 1 de agosto de 2026, hasta el 31 de julio de 2027.

RESUELVE:

Artículo 1. Adoptar el presente Manual de Convivencia como el marco de referencia de los deberes, derechos y normas que regirán el proceder de la Comunidad Educativa a partir del día 1 de agosto del año 2026.

Artículo 2. Dar a conocer el presente Manual de Convivencia a toda la Comunidad Educativa para su revisión, interiorización y cumplimiento.

Artículo 3. Determinar que el presente Manual de Convivencia regirá a partir del año escolar 2026-2027.

Artículo 4. Derogar las anteriores versiones del Manual de Convivencia y las normas y procedimientos que no sean consecuentes con el presente Manual.

Dada en Bogotá, a los 25 días del mes de marzo de 2026.

ADAM BENNETT
Head of School y Rector

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INDEX BY SUBJECT

This index categorises some topics of special interest for each group of the educational community: students, parents, staff and the institution in general.

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TITLE I PURPOSE AND DIRECTION

CHAPTER I Introduction

Fundación Educativa de Inglaterra is a non-profit organisation dedicated to the creation, administration, promotion and development of early education and formal education projects. It owns the educational establishments, The English Nursery and The English School, which share common characteristics of identity and guiding statements based on the institutional mission and vision, the current Institutional Strategic Plan, the guiding principles of the International Baccalaureate (IB) and the international accreditation of CIS (Council International Schools), which are framed in our institutional identity: "Transforming through respect".

Mission: To maximise the academic and personal potential of each of our students through a comprehensive culture of excellence that is holistic, based on the IB principles and programmes, and that encompasses distinction in the academic, artistic and athletic fields, fostering leadership and the ability to innovate, mindful of the unique strengths and interests of each student.

Vision: To be an agent of change for Colombia and the world by educating global citizens who are inspired and guided by our core values of respect, trust and integrity and demonstrate social and environmental responsibility and awareness.

Guiding Statements:

Comprehensive Culture
of Excellence

Committed
Community
"The English Way"

Effective Governance and Financial Sustainability

The guiding principles are the three fundamental pillars that define our identity and priorities, and guide the coexistence of our IB school community. They reflect our shared values and guide decisions, strategies, attitudes, behaviours, as well as the way in which we relate to each other

as members of the educational community, including students, parents, teachers, administrative staff and leadership.

1. Comprehensive Culture of Excellence: We are an educational community that promotes excellence, maximising our students' academic and personal potential in diverse and inclusive ways, through inspiration, innovation, leadership and agency.

2. Committed Community The English Way: We are committed to prioritising the well-being and care of our learning community. We uphold our core values of respect, integrity, trust, and the principles of the IB Learner Profile. We are a community that adapts to the challenges and opportunities.

The English Way, transforming through respect.

3. Effective Governance and Financial Sustainability: We are an institution with a long-term vision, clear policies, and processes, which, through good corporate governance practices, ensures that our mission and vision are based on other guiding statements.

CHAPTER II

Definition

Article 1. Definition of the Community Handbook. The Community Handbook is the framework of reference for life in our educational community, in which the rights and duties of its members are found, as well as the procedures and processes for the development of individual and collective learning. It also sets out the guidelines and criteria for the resolution of conflicts that may arise between the different members of the educational community.

Article 2. Educational community. The educational community is understood to be made up of students, teachers, parents or guardians, alumni, school leaders and administrators, as well as staff who support the day-to-day running of the school (Assistants, Transport Assistants, General Services). All of them, according to their competence, must participate in the design, execution and evaluation of the Institutional Educational Project and in the smooth running of the educational establishment. They must also play an active part in generating and maintaining a positive school coexistence based on respect and a safe school environment, in which human rights and the rights of children and adolescents are guaranteed.

Article 3. Principles of the National System of Coexistence in Schools. In this handbook, the institution welcomes and applies the principles of the National System of Coexistence and Training for Human Rights, Education for Sexuality and the Prevention and Mitigation of School Violence established by Law 1620 of 2013, namely:

1. **Participation.** By virtue of this principle, educational entities and establishments must guarantee their active participation for the coordination and harmonisation of actions in the exercise of their respective functions, which allow for the fulfilment of the purposes of the system. In accordance with Law 115 of 1994 and Articles 31, 32, 43 and 44 of Law 1098 of 2006, educational establishments must guarantee the right to participation of children and adolescents in the development of strategies and actions that are carried out within the framework of the system. In harmony with Articles 113 and 288 of the Political Constitution, the different state bodies must act within the framework of coordination, concurrence, complementarity and subsidiarity, responding to their mission functions.
2. **Co-responsibility.** The family, educational establishments, society and the State are jointly responsible for citizenship training, the promotion of school coexistence, education for the exercise of human, sexual and reproductive rights of children and adolescents from their respective spheres of action, in accordance with the objectives of the system and the provisions of Article 44 of the Political Constitution and the Code for Children and Adolescents.
3. **Autonomy.** Individuals, territorial entities and educational institutions are autonomous in accordance with the Political Constitution and within the limits set by laws, regulations and other provisions.
4. **Diversity.** The system is based on the recognition, respect and valuing of one's own and others' dignity, without discrimination for reasons of gender, sexual orientation or identity, ethnicity or physical, social or cultural condition. Children and adolescents have the right to receive an education and training based on an integral conception of the person and human dignity in peaceful, democratic and inclusive environments.
5. **Comprehensiveness.** The philosophy of the system will be integral and will be oriented towards the promotion of education for the self-regulation of the individual, education for social sanction and education in respect for the Constitution and the law.

CHAPTER III

Institutional Principles and Values

Article 4. Institutional values. The Institutional Educational Project of The English School is based on the following values in the education of students:

1. Respect
2. Integrity
3. Trust

These values are acquired in daily life and in the interaction between educators, students, leaders and other members of the educational community.

Article 5. Learner profile. The learning community that the International Baccalaureate seeks to build with its programmes, and which are part of the curriculum of the institution, aims to aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

For more information, please refer to the IB learner profile by [clicking here](#)

All academic and training activities that the institution carries out, as part of the implementation and execution of its curriculum, are aimed at the development of the above profile, since it is a central part of international education and the IB profile.

Article 6. Role of parents or guardians in the fulfilment of this Community Handbook. **By signing the enrolment contract, parents or guardians accept this Community Handbook as an integral**

part of the contract for the provision of educational services that the institution offers its students. Likewise, they undertake to fulfil their duties and rights diligently, under the principle of co-responsibility, as well as to ensure that their children assume and comply with it as a behavioural guideline.

1. To favour the formation of human beings, in equal conditions and opportunities, with parameters of equity and justice in the world and the culture that surrounds them.
2. Raise awareness so that personal and community respect are the basis of affective expressions for the educational community.
3. To generate training and education processes for all students in the educational community, where they accept differences, respect others, and are tolerant and inclusive, assuming that today's society is pluralistic.

Article 7. Relationships between members of the community. The school is an educational institution, which involves students of different genders, ages, nationalities, beliefs and processes of affective maturation. Therefore, the school is the place for dignified and respectful treatment between classmates, friends and colleagues. Sentimental and/or romantic relationships should be framed within a framework of respect and prudence.

TITLE II

GOVERNANCE AND LEADERSHIP

CHAPTER I

Responsibilities of the Institution

Article 8. Institutional responsibilities:

1. To ensure and guarantee the protection of the integrity of each and every one of the students enrolled at The English School through prevention, promotion, protection and follow-up.
2. Encourage democratic practices for learning the principles and values of citizen participation.
3. To provide academic training for each grade level to students enrolled in the institution, according to national curricula and IB programmes.

4. Under the principle of co-responsibility, to provide, together with the families, a comprehensive forming process.

CHAPTER II

Rights and Duties of the Leadership

Article 9. Rights of school leadership. The school leadership, including the Head of School-Rector's office, have the right to:

1. Respect and fair treatment: To be treated with respect, courtesy and sincerity by the educational community, and to have their dignity, identity, beliefs and opinions respected.
2. Access to information: Obtain relevant, accurate and timely information on matters related to their duties and the educational community.
3. Fair and equitable conditions: Be evaluated fairly, know one's duties and commitments, and receive the benefits and leave established in the labour regulations.
4. Professional support and development: To receive the necessary support for their training and performance in the role, and to make responsible use of the resources provided for that purpose.
5. Safety and well-being: To provide a safe and healthy working environment (OHSMS), including emergency protocols and immediate medical care.

Article 10. Duties of the leaders. The duties of these members of the educational community are as follows:

1. Stimulate and strengthen institutional identity and leadership in the educational community.
2. Lead and coordinate participation in the planning, implementation and evaluation of the Institutional Educational Project.
3. Comply with the obligations arising from their employment contract, policies, procedures and institutional regulations.
4. To treat members of the educational community with respect and decorum at all times, ensuring respect for their dignity, identity and beliefs, as well as for their right to a good reputation and privacy, particularly in the case of minors, and to guide and encourage those in their care to develop their abilities to the full.

5. To serve as an instance for the resolution of conflicts that may arise between members of the educational community in their roles and to encourage respect for the regular channels.
6. To consider and analyse the initiatives arising from the different school participation bodies, giving them the processing they merit.
7. Demonstrate attitudes and practice values with authenticity and in congruence with the school's philosophy.
8. To guide and stimulate the people under his/her charge to achieve maximum performance in the work entrusted to them.
9. Generate group changes of the students in their charge when this is necessary, whether for educational, academic, social or human development reasons.
10. To study and approve educational innovations and special programmes.
11. To promote, encourage and contribute to maintaining a pleasant atmosphere of healthy coexistence among all members of the educational community.
12. Provide clear, accurate and timely information about the activities, determinations, plans and programmes to be carried out.
13. Attending without being under the influence of alcohol or other psychoactive substances, because of the responsibility that the institution has towards the students, by virtue of the duty of care.
14. Refrain from establishing affective relationships with students or any relationship other than academic and formative.
15. Activate, when necessary, comprehensive care protocols for school coexistence and the exercise of human, sexual and reproductive rights.

Article 11. Duties of the Head of School-Rector. In accordance with Decree 1075 of 2015, the duties of the Head of School-Rector include, among others:

1. Guide the implementation of the Institutional Educational Project and implement the decisions of the school government.
2. To ensure the fulfilment of teaching functions and the timely provision of the necessary resources for this purpose.
3. Promote the continuous process of improving the quality of education in the school.
4. Maintain active relations with the educational authorities, with the institution's sponsors and with the local community for the continued academic progress of the institution and the improvement of community life.

5. Establish channels of communication between the different levels of the educational community.
6. Guiding the educational process with the assistance of the Academic Council.
7. Exercise the disciplinary functions attributed to it by law, regulations and the Community Handbook.
8. Identify new trends, aspirations and influences to channel them in favour of the improvement of the Institutional Educational Project.
9. Promote activities of social benefit that link the establishment with its environment.
10. Implement the provisions issued by the State concerning the provision of the public education service.

CHAPTER III

School Governing and Advisory Bodies

Article 12. To strengthen the autonomy of the educational institution and provide tools for democratic education and healthy participation, the respective school governing bodies shall be formed annually and within the first sixty (60) calendar days following the start of classes each year, in accordance with the provisions of Article 2.3.3.3.1.5.2 and following of Decree 1075 of 2015.

Article 13. The Directive Council. This is the governing body for the participation of the educational community, for academic and administrative guidance, and is made up of the following persons:

1. The Head of School-Rector, who chairs it and convenes it ordinarily every month and, extraordinarily, whenever he/she deems it necessary.
2. Two representatives of the teaching staff, one representing Pre-Jardin to Grade 4 and one representing Grades 5 to 11, elected by a majority of those voting at a teachers' assembly.
3. One student representative, elected by the Student Council, from among students in Grade 11.
4. Two parent's representatives, in accordance with the regulations of Decree 1075 of 2015.
5. One alumni representative elected by the Directive Council.
6. A member of the Board of Directors of the Fundación Educativa de Inglaterra.

Paragraph 1. The Directive Council shall have one alternate member for each principal member, in the event of temporary absences. Alternates shall be elected at the same time as the principal member in each of the sectors represented, independently of each other and

on the same election day. The alternate shall only attend and act as principal when the latter is not present. As of the second semester of the school year, a Grade 10 student representative who is part of the Student Council may attend the meetings of the Directive Council with voice, but without vote, to give continuity to the work that the representative of the students is developing in this instance.

Paragraph 2. Through its president, the Directive Council may invite a member of the educational community or a third party with experience in academic subjects, in law or in a particular special subject, according to the needs, to the sessions as an advisor with the right to speak but not to vote. This guest will have to sign a confidentiality agreement and his/her participation will be *ad honorem*.

Article 14. Functions of the Directive Council. The following are the functions of the Directive Council:

1. To make decisions affecting the operation of The English School, except as are within the competence of another school governing authority or the Fundación Educativa de Inglaterra's bylaws.
2. To serve as an instance to resolve conflicts that arise between teachers and/or administrative staff and students of the school and after having exhausted the procedures set out in this Community Handbook.
3. Approve and adopt the Community Handbook, its amendments and the school rules.
4. To set the criteria for the allocation of available places for the admission of new students.
5. Assume the defence and guarantee of the rights of the entire educational community when any of its members feel that they have been harmed.
6. Approve the annual plan for the academic updating of teaching staff presented by the Head of School-Rector.
7. Participate in the planning and evaluation of the Institutional Educational Project, the curriculum, Educational School Trips and the study plan, and submit them to the Secretary of Education of the Capital District, or whoever takes their place, to verify compliance with the requirements established by law.
8. To stimulate and monitor the smooth running of the school.
9. Establish stimuli and corrective pedagogical actions for the academic and social performance of students to be incorporated into the Community Handbook.
10. Participate in the evaluation of teachers, as described in the Teachers' Statute.
11. Recommend criteria for the school's participation in community, cultural, sporting and recreational activities.

12. Promote academic, sporting and cultural relations with other educational institutions and the formation of youth organisations.
13. Encourage the formation of parents' associations and students' associations.
14. To regulate the electoral processes within the school.
15. Adopt, after due analysis, the educational costs for the following school year (tuition and monthly payments), as well as the fees for related services and the so-called "other recurrent charges".
16. To decide, in the last instance, on appeals lodged against disciplinary proceedings which fall within the competence of the Head of School-Rector.
17. Create its own rules of procedure.

Article 15. To become a member of the Directive Council, in accordance with the provisions of the law and the Institutional Educational Project, the following criteria shall be taken into account:

1. Be linked to the school or the educational community for at least two (2) years, except in the case of special legislation.
2. Demonstrate attitudes and values that are authentic and congruent with the Institutional Educational Project.
3. Share the principles and philosophy of the Fundación Educativa de Inglaterra and its educational establishments, and have always shown respect for them.
4. Make time available for service, meetings and activities.
5. Not have relatives up to the third degree of consanguinity or first degree of affinity in a governing body of the Fundación Educativa de Inglaterra or any other school governing body (Head of School-Rector's office, Academic Council or Directive Council). Should this situation arise, any of the members must resign or decline the nomination.
6. Be in good standing with the Fundación Educativa de Inglaterra and its educational establishments.

Article 16. The Academic Council. This is the highest body for participating in the pedagogical orientation of the school. The Academic Council is made up of the following members:

1. The Head of School-Rector, who chairs it, or his/her delegate.
2. Section Directors.
3. International Programme Coordinators.
4. Academic Department Leaders: one principal and one alternate must be appointed.

Article 17. Functions of the Academic Council. The functions of the Academic Council are as follows:

1. To serve as an advisory body to the Directive Council in the revision of the proposals of the Institutional Educational Project.
2. To study the curriculum and promote its continuous improvement, through modifications and adjustments necessary to achieve excellence.
3. Organising the curriculum and guiding its implementation.
4. Participate in the annual institutional evaluation.
5. To form teachers' councils for the assessment of learners' performance and for promotion, to assign functions and to supervise the overall assessment process.
6. Receive and decide on student complaints about educational assessment.
7. To set up the Evaluation and Promotion Commissions. Likewise, to organise, direct and assign their functions for the periodic evaluation of student performance and for promotion, by resolving any difficulties that may arise in this respect.
8. Supervise the overall educational evaluation process of the school.
9. Lead the school's pedagogical orientation and participate in institutional evaluation.
10. Promote research within the academic areas.
11. Proposes policies and procedures that allow for unity of criteria in all the school's academic processes, with congruence between the IB programmes and the provisions of the Ministry of National Education.
12. Any other functions related to or complementary to the above that are attributed to it by the Institutional Educational Project.

Paragraph 1. At the invitation of the Head of School-Rector, a student representative or another member of the educational community may be present for specific issues with voice but without vote.

Paragraph 2. The Academic Council shall issue its decisions by means of resolutions.

Paragraph 3. Half plus one shall constitute a quorum for deliberations.

Article 18. Senior Leadership Team (SLT). This advisory team is made up of:

- Head of School-Rector
- Directors of Section
- Director of Administration and Finance

Article 19. Senior Educational Leadership Team (SELT). It is an advisory body to the Head of School-Rector. It is made up of:

1. Head of School-Rector
2. Directors of Section
3. Section Coordinators
4. IB Programme Coordinators
5. Student Well-being Coordinators of each section

CHAPTER IV

Student Participation and Representation Bodies

Article 20. Student Council. This is the highest governing body of the students that ensures and guarantees the continuous exercise of student participation in the educational dynamics of the school. Must be elected within the first four weeks of the academic calendar. It will be made up of:

1. One representative for every grade level offered by the school from Grades 4 to 11.
2. A student of Grade 3 representing students from Pre-Jardin to Grade 3.
3. The course representatives may attend the Student Council meetings with voice, but without vote, since the Student Council is headed by the grade representative.

Article 21. Functions of the Student Council. See Annex 14. The functions of the Student Council are as follows:

1. Create its own organisation and internal regulations.
2. Propose, discuss, approve and evaluate projects aimed at benefiting the activities of the educational community.
3. Present the approved proposals to the Directors of Section and subsequently to the Directive Council, if necessary.
4. Receive and study initiatives of common benefit from the student community.
5. Establish effective communication channels between the spokesperson and members of the Student Council.
6. Invite to its deliberations those who present initiatives on the development of student life.

7. Organise a monthly meeting to be included in the institution's timetable and with compulsory attendance of the representatives and the spokesperson.
8. The president of the council must agree, with the Director of Section, the creation of spaces for dialogue with the students. In these spaces, the student spokesperson will also be present.
9. Other functions attributed to them by the Institutional Educational Project.

Article 22. The Student Spokesperson. The student representative is a Grade 11 student, elected by popular vote within the first thirty calendar days of the academic year, for a period of one school year. Prior to the vote, candidates shall register and present their campaigns to all students in Grades 3 to 11.

Article 23. Functions of the Student Spokesperson. The functions of the Student Spokesperson are as follows:

1. Promote compliance with the rights and duties of students. To this end, it may use the school's internal means of communication, request the collaboration of the Student Council, organise forums and other forms of deliberation.
2. Receive and evaluate complaints and claims presented by students regarding abuses of their rights in order to seek alternative solutions.
3. To submit, to whom it may concern and according to their competence, the requests or petitions they deem necessary to protect the rights of students and to facilitate their fulfilment.
4. When deemed necessary, to appeal decisions taken with regard to petitions submitted through him/her to the Head of School-Rector or the Directive Council.
5. Participate in the meetings of the Student Council and form part of the School Coexistence Committee, where he/she will have a voice and a vote.

Article 24. The Student Councillor. The school lobbyist is a student in Grades 6 to 10, elected by the students of the school on the same day as the election of the Spokesperson and for a period of two (2) years.

Article 25. Functions of the Student Councillor. The functions of the student councillor are as follows:

1. Promote spaces in the educational community to raise awareness of rights, duties, the care and strengthening of the public sector, a culture of transparency, the rejection of corruption and the exercise of social control.
2. Develop a working agenda with students, school government and stakeholders belonging to the student council to include proposals in the school government's programme.
3. Draw up a work proposal that identifies the problems of the locality and their possible solutions.

Article 26. The Student Comptroller. The Student Comptroller will be a student of the educational institution, elected by his/her peers through a democratic voting process. The student comptroller will promote a culture of integrity, transparency and social control in the school environment, so that children and young people will understand, appropriate and strengthen their responsibility and commitment to the care of the public. The activities of the comptroller will be aimed at encouraging citizen participation to ensure transparency, good governance and the proper use of resources.

Article 27. Functions of the Student Comptroller. He/she shall carry out the following functions:

1. Disseminate citizens' rights and obligations.
2. Disseminate the duties of the authorities in terms of citizen participation and control of public administration.
3. Disseminate the participation and control mechanisms available to citizens and how to use them.
4. Present for the school's consideration, proposals related to the care of physical and natural resources in the school environment.
5. Disseminate, promote and encourage the mechanisms for social control and oversight of public resources existing in Colombia.

Paragraph 1: All students with student representation positions previously presented or who hold other student leadership roles, such as House Captains, Peace Ambassadors, TESMUN leaders, Prefects, among others, must identify with the student profile of The English School and the IB learner profile both for the election to the position and for the permanence in their leadership positions, so that they maintain an adequate academic performance, which does not have any current corrective educational actions or disciplinary processes in the current calendar year. The student must be an example of the values and principles promoted by the school. If during the exercise of their position or role a situation of poor academic

performance, non-compliance with their duties or offence against this Community Handbook arises, their permanence in the position will be reviewed, in accordance with due process, and they may be replaced by their substitute.

CHAPTER V

Parent Participation Bodies

Article 28. Parents Council. The Parents Council is the participatory body of the parents of the school, aimed at ensuring their continued participation in the educational process and to raise the quality results of the service. It is made up of a minimum of one and a maximum of three parents for each of the grade levels offered from Pre-Jardin to Grade 11.

Article 29. Establishment of the Parents Council. During the first month of the school year, counted from the start date of academic activities, the Head of School-Rector will invite parents to elect their representatives to the Parents Council. The requirements for membership of the Parents Council can be found in Annex 13, Regulations of the Parents Council.

Article 30. Election of Parents Council representatives. The election of the parents' representatives for the corresponding school year shall be carried out at a meeting by grade levels, by majority vote, with the presence of at least fifty percent (50%) of the parents, or of the parents present after the first hour of the start of the meeting.

Article 31. Meetings of the Parents Council. The Parents Council shall meet at least three times a year, at the call of the Head of School-Rector or *ex officio*. The meetings of the Parents Council shall be chaired by a parent, elected by the parents themselves.

Article 32. Functions of the Parents Council. The functions of the Parents Council are as follows:

1. Contribute to the Head of School-Rector in the analysis, dissemination and use of the results of periodic competency assessments and state tests.
2. Request the school to participate with all its students in the competency and state tests conducted by the Colombian Institute for the Promotion of Higher Education (ICFES).
3. Support artistic, scientific, technical and sporting activities organised by the educational establishment, aimed at improving students' skills in different areas, including citizenship and the creation of a culture of integrity.

4. Participate in the elaboration of improvement plans and in the achievement of the objectives set.
5. Promote training activities for parents aimed at developing strategies to accompany students to facilitate the consolidation of learning, encourage the practice of extracurricular study habits, improve self-esteem and the atmosphere of coexistence and, especially, those aimed at promoting children's rights.
6. To foster a climate of trust, understanding, integration, solidarity and agreement among all members of the educational community.
7. Submit proposals for improvement of the Community Handbook within the framework of the Constitution and the law.
8. Collaborate in activities aimed at promoting the physical and mental health of students, solving learning difficulties, detecting school integration problems and improving the environment.
9. To present the proposals for modification of the Institutional Educational Project that arise from parents.
10. To elect a parent representative to the school's Directive Council.

Paragraph 1. The Head of School-Rector shall provide all information necessary for the Parents Council to fulfil its functions.

Paragraph 2. The Parents Council shall exercise these functions in direct coordination with the Head of School-Rector and shall require express authorisation when it assumes responsibilities that compromise the school before other bodies or authorities.

Article 33. The Parents' Association of The English School. For all legal purposes, the parents' association is a legal entity under private law, non-profit making, which is constituted by the free and voluntary decision of the parents of the students enrolled at The English School.

Paragraph 1. The general assembly of the parents' association is different from the General Assembly of Parents' Association of the Fundación Educativa de Inglaterra, as the latter is made up of all the parents of the students of the school, whether or not they belong to the parents' association.

Paragraph 2. When the number of members of the parents' association reaches half plus one of the parents of the students of the school, the general assembly of the association shall

elect one of the two representatives of the parents to the Directive Council, in which case the Parents Council shall elect only one parent as a representative to the Directive Council.

Paragraph 3. At the time of affiliation, the parent shall receive a copy of the bylaws of the association, stating that it has been registered with the Chamber of Commerce.

Article 34. The parents' association of The English School leads its outreach work to the educational community through the school's programmes and projects, directed by the Head of School-Rector, with the aim of contributing elements to the construction of an environment in which it is possible to implement the school's educational project.

CHAPTER VI

Other School Advisory Bodies

Article 35. Evaluation and Promotion Commissions. The Evaluation and Promotion Commissions carry out systematic and permanent follow-up of students' comprehensive education in its academic, cognitive, socio-affective, behavioural and ethical dimensions. Their fundamental purpose is to generate action plans aimed at maximising students' strengths and supporting them in overcoming their weaknesses. Its composition and functioning will be defined in the Assessment Policy (see Annex 1).

Article 36. Functions. The functions of the The Monitoring, Evaluation and Promotion Commissions are as follows:

1. Identify students' talents, strengths, and opportunities for improvement.
2. Determine what progress has been made in academic, social and socio-affective processes.
3. Acknowledging the objectives, achievements and goals reached as a result of the efforts made.
4. To award institutional incentives at the end of each school term, according to behaviour, attitudes, performance and achievement.
5. Establish additional support strategies in the classroom and with specific complementary tasks, at individual or group level, in case of not reaching the proposed objectives for a given grade level.
6. Refer the student to the grade level support professionals to develop an action plan to identify and address the situation.

7. The Director of Section may summon the parents or guardians of the student who requires support in his/her academic process to establish home-school agreements regarding his/her condition.
8. The Director of Section or his/her delegate may summon the parents or guardians of students who require support in their school process to establish home-school agreements regarding their needs.
9. Motivate the exercise of leadership that promotes efficient and healthy group dynamics.
10. Prescribe special remedial and differentiated assessment processes, in case a student requires it.
11. Follow up on the processes implemented by the Well-being and Learning Support Department and the students who attend it to determine their progress, as well as the effectiveness of the strategies proposed to support students.

Article 37. School Environmental Committee. An advisory body to the school government on environmental matters, within the framework of the Institutional Educational Project. It is made up of:

1. The Green Team Leader.
2. One teacher representative, elected by the teaching staff
3. One student representative, chosen from the environmental monitors in each of the courses
4. One parent representative
5. One General Services representative

Article 38. Functions of the School Environmental Committee. The functions of the School Environmental Committee are as follows:

1. Advise the school government to strengthen the environmental dimension within the educational institution.
2. Lead the formulation, implementation, monitoring and evaluation of the School Environmental Project (PRAE) and carry out the necessary management for its development.
3. To advance projects and programmes aimed at environmental preservation and improvement within the framework of the School Environmental Project (PRAE).

4. Propose programmes and projects for the development of compulsory social service, in environmental matters, for students in vocational secondary education (Grades 10 and 11).
5. Generate educational pedagogical spaces to create and strengthen environmental, social and cultural values, as well as to strengthen the importance of caring for and improving the environment in accordance with the environmental calendar.

Article 39. The Advisory Council. This is the body within the school responsible for the relationship between secondary education and the productive sector. It is made up of:

1. The Head of School-Rector.
2. One teacher representative elected by the teaching staff.
3. One student representative, who must be in the last grade of secondary education, selected from the students in Grade 11.
4. A representative of the productive sector.

Article 40. Functions of the Advisory Council. The functions of the Advisory Council are as follows:

1. Analyse the economic, political and social environment and its impact on secondary schools.
2. Propose policies, programmes and projects to strengthen education and its relations with the business sector.
3. Promote and encourage entrepreneurship and business creation within the academic areas of secondary education, particularly in the economic and political sciences.
4. Promote the interrelationship between unions and units of the productive sector and secondary education institutions, as well as the relevance of the education provided with respect to the human capital needs of the business sector.
5. Contribute to the development of district, local and departmental policies to bring the region's productive sector and secondary education closer together.
6. Promote education support schemes by the productive sector in conjunction with regional education authorities.
7. Stimulate relations between the school, the National Vocational Training System and the National Apprenticeship Service (SENA).

CHAPTER VII**School Coexistence Committee**

Article 41. Definition. The School Coexistence Committee is the highest authority for participating in the orientation of the school's Coexistence processes as well as for some of the disciplinary processes regulated in this handbook. It meets at least once every two months during the school year or according to the needs that arise in the institution.

Article 42. Composition. The School Coexistence Committee is made up of the following people:

1. The Head of School-Rector or whoever he/she may delegate for that purpose
2. Director of Section
3. Section Coordinator
4. Year Leader
5. One representative of the Parents Council, in accordance with the committee's rules of procedure
6. The Student Spokesperson
7. Student Council President
8. The assigned School Counsellor

Paragraph. The representative of the school's Legal Area and/or the Student Well-being Coordinator of the section may be invited to attend with voice but without vote.

Article 43. Functions of the School Coexistence Committee. The functions of the School Coexistence Committee are as follows:

1. Identify, document, analyse and resolve conflicts between teachers and students and/or leaders and students.
2. Lead actions in the educational establishment that promote coexistence, the construction of citizenship, the exercise of human, sexual and reproductive rights, and the prevention and mitigation of school violence among members of the educational community.
3. Promote the linking of the educational establishment to strategies, programmes and activities for coexistence and citizenship building, which are carried out in the region and which respond to the needs of the educational community.
4. Activate the Comprehensive Care Route for School Coexistence defined in the institution's Community Handbook, in the face of specific situations of conflict, bullying, high-risk

behaviour of school violence or violation of sexual and reproductive rights that cannot be resolved by this committee, since they transcend the school environment and have the characteristics of the commission of a punishable conduct, which is why they must be dealt with by other bodies or authorities that are part of the structure of the system and the Comprehensive Care Route.

5. Lead the development of strategies and instruments to promote and evaluate school coexistence and the exercise of sexual and reproductive human rights.
6. Monitor compliance with the provisions set out in the Community Handbook and submit reports to the respective body that is part of the structure of the National System of School Coexistence and National System of School Coexistence and Training for Human Rights, Education for Sexuality and the Prevention and Mitigation of School Violence, on the cases or situations that the committee has been informed of.
7. Propose, analyse and make viable pedagogical strategies that allow for the flexibility of the pedagogical model and the articulation of different areas of study that read the educational context and its relevance in the community in order to determine more and better ways of relating to each other in the construction of citizenship.
8. Propose institutional policies that favour individual and collective well-being, which can be developed within the framework of the Institutional Educational Project.
9. Strengthen the implementation and evaluation of pedagogical projects for sexuality education and citizenship building from Pre-Jardin onwards, which correspond to the context of the educational institution. These projects should guarantee the right of students to receive information based on scientific evidence so that they can progressively develop the competencies that facilitate autonomous decision-making in the exercise of sexuality and the realisation of life projects.
10. Based on Article 13 of Law 1620 of 2013, convene conciliation spaces for the resolution of conflict situations that affect school Coexistence, at the request of any member of the community or *ex officio*, when deemed appropriate, in order to avoid irreparable damage. The student or students summoned to this instance will be accompanied by their father, mother, guardian or a colleague from the educational establishment.
11. Articulate the design, implementation, monitoring and evaluation of projects for the development of citizenship skills, aimed at strengthening a positive school and classroom climate, which address, as a minimum, issues related to the clarification of rules, the definition of strategies for decision-making, the agreement and negotiation of interests and objectives, the exercise of communicative, emotional and cognitive skills in favour of school coexistence, among others.

12. Generate mechanisms and tools so that the development of citizenship competencies and training for the exercise of human, sexual and reproductive rights is carried out in a cross-cutting manner in all compulsory and fundamental areas of knowledge and training established in the Institutional Educational Project.
13. Support the educational institution when the Head of School-Rector decides to present the strategy implemented for the improvement of school coexistence at the National Educational Forum, providing input and making recommendations, when necessary.
14. To analyse situations of coexistence and suggest corrective pedagogical actions when consulted.
15. Create its own rules of procedure.

Paragraph. When it comes to the fulfilment of the function referred to in paragraph 4 of this article, this strategy must comply with the legal regulations in force with the assistance of the legal representatives of the minors involved in the situation, as well as with the assistance of the legal representative of the educational institution, when this is a person other than the Head of School-Rector, and with the assistance of the competent authorities, when this takes place.

TITLE III

WELL-BEING

CHAPTER I

Support team in the area

Article 44. Well-being. Well-being refers to the state of satisfaction, physical and mental health, of all members of the educational community. It goes beyond the absence of problems, prioritising an environment that promotes personal growth, meaningful learning, inclusion, mutual respect and peaceful coexistence.

Article 45. Pursuit of well-being. To achieve this, promotion and prevention programmes and policies are implemented that address aspects such as child protection and safety, emotional health, along with the development of skills, aiming to create an environment that fosters the holistic development of each individual, where they feel valued, supported and motivated to reach their full academic, personal and social potential. An environment of well-being has a

profound influence on our ability to learn and progress and is therefore crucial for the future of education.

Article 46. Child Protection and Safety Policy. This policy sets out our commitment, as a community, to monitor and improve the well-being of our students. It defines strategies and ways in which academic and administrative staff and families take responsibility for the school's approach to promoting the positive mental health and well-being of all students and a protective environment.

Article 47. The Student Well-being and Learning Support Departments are made up of an interdisciplinary team of professionals who provide socio-emotional support in the development and strengthening of skills and in the teaching-learning process. In accordance with its purpose, the team is responsible for:

1. To know and promote the normative provisions on the protection of children and adolescents in the school environment.
2. Develop promotion and prevention programmes with students in the respective grade levels.
3. Accompany and provide guidance and advice to students and their families to help them overcome difficulties relating to academic, social and/or socio-emotional performance, making it clear that such support and guidance is not intended to be therapeutic in nature, but rather aimed at promotion, care and/or prevention.
4. Refer and follow up on student processes carried out by external professionals.
5. Establish communication channels with the teachers involved in each student's process.
6. Work in partnership with parents, external professionals, support team and teachers.
7. Support in the activation and development of the comprehensive care route, in accordance with the protocols of comprehensive care for school coexistence and the exercise of human, sexual and reproductive rights.
8. Make reports to the Unified Information System for School Coexistence (SIUCE), in accordance with what is established by the Student Well-being Coordinator and the authorisation of the Head of School-Rector, as well as carry out the follow-ups to identify and classify situations that generate risk to students, in line with national legislation.
9. Maintain a digital record of the support provided, observing the requirements for safeguarding the information contained therein.
10. Keep statistics and provide Directors of Section with quarterly reports on the support generated for the student community.

Article 48. The Student Well-being and Learning Support teams have the same duties and rights as teachers in the school. However, in consideration of their role, they have the following additional responsibilities:

1. Receive the requested information about the student from families and teachers, both academic and behavioural, and of any other nature.
2. Issue the indications offered for management and/or accompaniment so that they are observed by the parents and/or guardians responsible for the student.
3. Participate in training and refresher programmes related to the work, in accordance with the policies and procedures established by the institution.
4. Accompany and support the School Coexistence Committee in disciplinary and coexistence processes, as well as in the implementation of educational and restorative actions.
5. Report and activate, when necessary, the comprehensive care protocols for school coexistence and the exercise of human, sexual and reproductive rights, in accordance with what is established by the Student Well-being Coordinator and the Head of School-Rector.

Article 49. Failure to comply with the responsibilities established in the previous articles, on the part of the institution's staff (teachers, members of the Student Well-being and Learning Support departments), may give rise to disciplinary procedures, in accordance with the provisions set out in the Internal Working Regulations and current labour legislation.

CHAPTER II

Student Health and Health Care Area Procedures

Article 50. The institution has a Health Care Area for the exclusive and priority attention of students. It is made up of a team of healthcare professionals who are qualified to provide the necessary care.

Article 51. The Health Care Area shall provide its services and establish care protocols to ensure the safety and well-being of all members of the educational community, especially students, in accordance with the needs that the service itself requires, in accordance with the guidelines issued by the relevant authorities and according to the health situations that arise in the institution or area of influence.

Paragraph. The administration of medication to students will be carried out exclusively by the Health Care Area and in accordance with established procedures. This will be carried out by the school doctor; in the event of a prescription from an external doctor, medication will only be administered upon presentation of the corresponding prescription and with the necessary authorisation.

Article 52. The Health Care Area is responsible for developing, proposing and leading health prevention and promotion campaigns, as well as sharing relevant information with the community.

Article 53. In the event that the student must be referred to the emergency room of his/her health insurance or to rest at home, the parents and/or legal representatives of the minor will be called immediately, so that they can pick up the student in a timely manner (See Annex 16).

In the event that the student's medical condition requires it, an ambulance service will be requested to transport the child to one of the nearest referral centres. Subsequently, parents will be notified so that they can head to the defined place of care and the respective report will be made to the academic area.

Paragraph 1. The Health Care Area will inform teachers, administrative staff, transport team, parents involved and people who have contact with students with relevant health conditions and/or severe allergies, about the prevention of these conditions and the actions to be taken in case of emergency.

Parents of students with these allergies must sign the relevant management protocol and management agreement provided by the school, as well as comply with the responsibilities and obligations arising therefrom.

Article 54. Administration of medicines. The Health Care Area has a medicine cabinet adapted to the most frequent reasons for consultation at the school. This list of medicines is attached to the legal medical document, Informed Consent, which is given to the parents and/or legal representatives of the student to authorise its use. This consent must be signed by the parents and/or legal guardians of the child during the enrolment process. The administration of medication is subject to such authorisation and medical judgement.

Paragraph 1. In the event that, according to medical criteria, the student requires medication that is not authorised by the parents, a call will be made to inform them of the situation and to propose medication options different from those reported in the student's chart, requesting that written authorisation be sent to areadesalud@englishschool.edu.co. Once the aforementioned authorisation has been issued, the medication will be administered.

Paragraph 2. The health professional will perform the initial care of the student and will carry out the appropriate and timely treatment, according to the clinical picture of the student, within which may provide relevant medications, generating the treatment and recommendations to stabilise the patient and / or improve their symptoms so that they can subsequently generate or continue with the assessment and management by their treating physician or trusted family. No sick leave or external formulation will be generated by the care provided in the Health Care Area.

Paragraph 3. In the event that the student requires the supply of medication on a regular basis during the school day, parents must strictly comply with the procedure for the supply of medication provided by the Health Care Area of the school, and it is compulsory the submission of the medical prescription with less than three (3) months of validity. and the medical diagnosis report, so that the school can validate the conditions and possibilities of its supply.

Paragraph 4. In the event that the student's health service issues sick leave, this must be sent to areadesalud@englishschool.edu.co. In the same way, the student must inform in a timely manner if infectious or contagious diseases that may affect the community are present.

Article 55. Health Care Area opening hours. It remains open during the school day, Monday to Friday from 7:00 a.m. to 5:00 p.m., uninterruptedly, taking into account any changes to the timetable that the institution may make in the event of any eventuality. The Health Care Area will attend to extracurricular activities that take place during the afternoon, while students are in the premises.

Article 56. Priority health care. The Health Care Area has been set up for the priority health care of students. They have priority in being attended to and are always attended to on a first-come, first-served basis. However, if any alteration of vital signs or major trauma is detected, these patients will first receive the attention of health professionals, following the care protocols.

Article 57. Protected area. The school has a protected area service, which may be activated in the event that the Health Care Area or the emergency brigade requires it.

CHAPTER III

Incentives and Awards for Excellence

Article 58. Stimulus and recognition for students will be granted to those who have maximised their academic, artistic and sporting potential. See Assessment Policy (POL010) and Student Scholarships and Academic Awards Policy (POL003).

Article 59. Distinctions. Directors of Section shall have the autonomy to grant specific recognition to students who stand out in the development of school activities. Likewise, department leaders may give special recognition to students who demonstrate excellent performance in their subject, at the discretion of the respective teacher.

CHAPTER IV

Guidelines for permissions, absences, and arrival and departure notifications

Article 60. Absences due to health reasons. Parents and/or guardians must report absences using the procedure shared by each section at the beginning of the school year. A doctor's note must be included.

Article 61. Permission for absence for other reasons. Parents and/or guardians must request permission, stating the reason (and attaching supporting documentation), by e-mail to the head teacher or coordinator of the section to which the student belongs. This request will be answered with the corresponding comments.

Article 62. During the school day. For a student to leave before the end of the school day, parents and/or guardians must submit a request before 10:55 a.m. through the platform provided for this purpose. The Director or Section Coordinator will grant permission and issue a departure slip. Without this slip, security staff will not allow the student to leave the school.

CHAPTER V**Procedure for School Trips**

Article 63. At The English School, school trips are a break from the school routine and allow students to learn new skills, acquire new knowledge and develop positive attitudes towards their environment, their classmates and their teachers. See School Trips Policy (POL-007)

Paragraph. The costs of school trips are not included in the fees approved by the Secretary of Education. Participation is voluntary. Students who do not attend the school trips must attend school and will carry out activities related to the school trip.

Article 64. The participation of students in any school trip must be explicitly authorised in writing by the parents and/or guardians, by signing the respective consent form. To this end, parents and/or guardians must obtain prior and complete information about:

1. Place and date of the activity.
2. Departure and arrival time.
3. Costs.
4. Pedagogical programme.
5. Timeline.
6. Logistical aspects.

Article 65. If a student commits a serious or very serious offence during a school trips, parents will be called to pick up the student from the place where he/she is and take him/her home with them, with the parents assuming the costs related to this decision and to ensure that their duty of supervision is fulfilled. The above is without prejudice to the opening of the corresponding disciplinary process and the imposition of any corrective educational actions that may be necessary.

Article 66. All educational school trips organised by the institution comply with the curricular criteria of the programmes to which the students belong and with the safety protocol that the institution has defined in the Educational School Trips Policy for these educational strategies.

Paragraph. All those attending school trips, both students and accompanying teachers, must strictly observe the previously defined safety protocols.

Article 67. Prior to any school trip, the section's leadership team will carry out a comprehensive review of the students participating. If any concerns are identified in relation to social-emotional, behavioural or academic issues, the student's participation may be restricted.

Paragraph. In situations involving emotional distress or a risk to physical safety (life-threatening situations), the school counsellor may request that parents provide a medical report from an external professional. This report, together with specific recommendations for the student's well-being, will serve as a key factor in the school's decision regarding the student's suitability to take part in the school trip.

CHAPTER VI

Safety Standards

Article 68. School security. The institution has a security programme that is aimed at guaranteeing the smooth running of the school's ordinary educational and training activities, and which translates into strategies such as having a closed circuit TV system that allows permanent monitoring of its facilities, a team of security professionals contracted with an external company that ensures the security of all members of the educational community and of the facilities, an access control system for students and for all other members of the school, among others.

All strategies implemented by the school are aimed at guaranteeing the proper functioning of the school during the school day and in the activities scheduled outside the regular school day, in such a way that safety can be guaranteed at all times.

Paragraph. It is the duty of all members of the educational community to observe the security protocols established by the institution, in such a way that no one is exposed to an eventual security breach or a fortuitous event.

Article 69. Security rules for the entry and exit of students. The following are rules for the entry and exit of students to guarantee their safety in the institution:

1. All students entering the school must sign in and out at the access control.
2. Students arriving by school bus or entering the school through the pedestrian entrance must enter through the pedestrian entrance, checking in at the access control.
3. Students who are taken in a private vehicle must enter through the vehicle entrance and check in at the access control.

4. Students arriving after 7.45 am are considered to be late. Secondary students must sign in at reception, whilst Early Years and Primary students go directly to their classrooms. Furthermore, students are not permitted to remain in parking areas or leave the premises during school hours.
5. Students leaving at times other than those established by the school for the end of the school day must have permission to leave. The receptionist will verify the permission in the e-mails received, authorising the students to leave. A record of departure must be kept at the access control.
6. Students who leave the school for medical reasons and through the Health Care Area must have the authorisation of the Head of Health Care Area, who will check them in through the access control.
7. Students who leave the school unaccompanied (calle 170) must have the authorisation of their parents or guardians, exonerating the school from any responsibility in the event of an accident or fortuitous event.
8. Students must refrain from placing orders via food delivery apps or services and receiving them at the institution's entrances.

Article 70. Emergency plan. The school has an Emergency Plan that must be known and followed by the entire educational community, which includes an evacuation programme and the procedures to be followed in the event of an earthquake, fire, explosion or terrorist threat, among others. Members of the school community must act in accordance with this plan.

Paragraph. The school regularly conducts evacuation drills, which are compulsory, with the aim of raising awareness and preparing students and other members of the school community for any of the emergencies listed above.

CHAPTER VII

Criteria for the Prevention of the use of Alcohol, Tobacco and its Derivatives and Other Psychoactive Substances in the Educational Environment.

Article 71. Fundamental criterion. An educational institution is an organisation that educates children and young people who are undergoing holistic and educational development, with the well-being of these young people and their families as its top priority. Therefore, it does not accept or allow on its premises or during school activities the consumption, possession, sale or distribution of any type of psychoactive substances, such as alcoholic beverages, tobacco, hookahs, electronic nicotine delivery systems, vaping devices or any other psychoactive

substance that cause damage to health. It is also forbidden for people under the influence of these substances to enter the institution, in compliance with the legal regulations in force on the matter and seeking the integral protection of minors.

Article 72. Scope. This criterion applies to all members of the educational community such as students, parents, teachers, administrative and support staff, contractors, providers and occasional visitors, among others, who regardless of their responsibility or function in the institution, upon entering the institution, must strive for the protection of minors as active agents of the TES community.

All guidelines and procedures related to this issue should be applied as set out in the Child Protection and Safety Policy (see Annex 3 of this handbook).

Paragraph 1. In the event of any inappropriate behaviour on the part of any member of the educational community, with respect to the institutional guidelines, or which is considered a contravention or offence under current legislation, the institution will report and file complaints with the competent authorities, through its leaders.

Paragraph 2. Anyone involved in a situation such as that mentioned in the previous paragraph shall assume the disciplinary or legal consequences that may be applicable, in accordance with the legal regulations in force.

TITLE IV

STUDENTS AND PARENTS

CHAPTER I

Rights and duties of students

Article 73. Students' rights.

1. Enjoy a safe and secure learning environment that enables the fulfilment of the mission, vision and guiding principles of The English School.
2. Submit respectful requests, proposals and complaints, individually or collectively, directly or through their legal representatives and/or the school government to teachers and/or leaders,

following the regular channels, through the official institutional channels; these will be dealt with by the competent body.

3. Be heard in all instances and to express their opinions and emotions in an autonomous, responsible and respectful manner.
4. Freely develop their personalities without any limitations other than those imposed by the Constitution and the rules of coexistence set forth in this handbook. Expressions of personal identity, including but not limited to haircuts, nails, earrings, piercings and tattoos, will not be considered an offence against the student's school duties.
5. Be treated with dignity, respect and fairness by all members of the community. Also, to receive appropriate compensation when any of their rights are violated or to have any property that has been damaged or lost returned to them.
6. Receive an education that complies with the principles of the United Nations Convention on the Rights of the Child (September 1990), and to learn about its content and demand compliance.
7. Receive an integral education in coherence with the guidelines, philosophy and demands that the school proposes in its Institutional Educational Project.
8. Be nominated and/or recognised for the distinctions obtained in academic, sporting, artistic, scientific and extracurricular activities, whether institutional or not, to obtain the incentives provided for in the manual and the policies in force, with the support of the school for the development of the same.
9. Know clearly and in a timely manner the contents and skills of the academic units, being evaluated in a fair and transparent manner, in accordance with the institutional Assessment Policy.
10. Receive support from the Student Well-being and Academic Support departments and/or participate in the inclusion programme in accordance with the student's needs, according to the programmes and methodologies established in the section, with a scope of pedagogical intervention and outside a clinical or therapeutic process, which must be provided by the parents, through relevant and suitable external professionals.
11. Receive primary care in cases of emergency or alteration of physical or mental health, as well as primary care from the Health Care Area and/or school counselling, and be referred, according to established protocols.
12. Participate and represent the school in school, sports, cultural and academic outings, as well as in school governance and leadership bodies, as long as they comply with the academic and social standards determined by the section and this handbook.

13. Participate in programmes, strategies and clubs that encourage and maximise their academic and personal potential such as Creative Minds, RoboTES, Round Square, TSMUN, among others.
14. Participate in evaluations and/or surveys, through institutional channels.
15. Participate in prevention processes and campaigns on issues such as: alcohol consumption, vaping and other psychoactive substances, education for affectivity and responsible sexuality, school violence, bullying, safe, responsible and meaningful use of technology, according to the stage of development.
16. Be familiar with the Community Handbook and, in the event of disciplinary action, in accordance with Law 1620 of 2013, to be heard in all instances and to have "Due Process", as well as in the exercise of the right to contradict.
17. Receive comprehensive accompaniment and a timely response to situations of bullying or other coexistence situations, through the activation of comprehensive care protocols/routes for school coexistence and the exercise of human, sexual and reproductive rights.

Article 74. Duties of students. The duties of students are as follows:

1. Know, comply with and abide by the guidelines set out in this handbook and, in general, the policies and protocols set out in the legal provisions and internal regulations of the school. See Annexes 1, 3, 4, 5, 6.
2. Respect all members of the community, the good name of the school and its emblems at all times, in all places and in all modalities (virtual and face-to-face), inside and outside the school.
3. Wear the uniform, in accordance with the provisions of this handbook.
4. Exercise proper habits of hygiene, grooming and personal presentation.
5. Use the institutional email and educational platforms appropriately; their use for purposes other than those specified is strictly prohibited.
6. Care for and preserve the environment and its ecological surroundings, in accordance with the guidelines set out by the institution, especially in its School Environmental Project (PRAE), as well as participate in activities related to the sustainability of these resources.
7. Participate actively and in a timely manner in the communication processes between the institution and parents and/or guardians through the use of institutional channels.
8. Respect the institution's autonomy regarding the assignment of the classroom to which a student is assigned for a particular grade level during the school year.

9. Refrain from consuming food on school transport, in classrooms, libraries, laboratories, among other places or spaces. This may only be done with the teacher's authorisation.
10. Participate actively and responsibly in the different evacuation or emergency drills.
11. Recognise that all actions, intentional or unintentional, have consequences for themselves, others or the community, realising that their rights are limited by the rights and well-being of others.
12. Provide reparation and compensation to another member of the community in the event of damage to property, whether intentional or unintentional. This involves restitution, repair, or compensation as appropriate.
13. Respect the affective and sexual integrity of all members of the community and be restrained in expressions of affection, as long as the consent of the other person is given.
14. Refrain from organising and participating in raffles, gambling, sales or business 'of any kind' that are not previously authorised by the school.
15. Refrain from engaging or participating, under any circumstances, or in any kind of space, inside or outside the school, place and/or situation of face-to-face or virtual interaction, in acts of bullying, intimidation, mockery, coercion, harassment, personal, physical, psychological or verbal aggression against another person, or acts of discrimination for physical, sexual, religious, ideological, socio-economic, nationality or cultural reasons, whether a student, parent or staff member of the school.
16. Refrain from entering, carrying, using, consuming, sharing, distributing, selling or encouraging the use of any type of substance, system, element or method of administration that alters behaviour or threatens their own health or that of any other member of the community, such as alcohol, drugs, tobacco, electronic nicotine devices, vaping devices, non-prescription medicines, among others. Likewise, attending school under the influence of any of the above substances for ordinary or extraordinary activities programmed by the school, inside or outside its premises.
17. Refrain from hiding, damaging and/or taking without their consent, any item belonging to another member of the educational community and the institution. Likewise, to hand over to the assistant of their section any objects they find that do not belong to them.
18. Refrain from creating, possessing, downloading or distributing content that incites violence or promotes aggressive behaviour, dangerous behaviour, negative stereotypes or that encourages bullying or behaviour dangerous to physical integrity or mental health (such as challenges, or memes, videos, animations, polls, stickers, slogans mocking others), as well as inappropriate, sexual, pornographic or any other content

that may disrupt the physical or emotional well-being of any student or member of the community.

19. Refrain from sharing explicit images or mentions, whether intentional or not, that affect the good name and well-being of any person, through any means of communications.
20. Refrain from entering, carrying, using, consuming, sharing, distributing, selling or encouraging the use of sharp weapons, firearms, explosive or poisonous objects, as well as devices designed to launch projectiles, such as rubber bands, bucklers, pellet guns, pellet pistols, trauma weapons, etc., or any other object or substance used for the purpose of causing harm that represents a danger to the physical integrity or threat to the life of the person carrying them or any member of the educational community.
21. Carry and use the student ID card in an appropriate manner and for the relevant purposes or circumstances in which it is required, this being a unique, personal and non-transferable document. If lost or damaged, please inform the year leader and you will be required to cover the cost of replacement by paying the relevant fees at the school's Treasury office.
22. Refrain from deceiving, impersonating and falsifying by any means, the identity of any person.
23. Attend classes and actively participate in school activities, in accordance with the established timetables, calendar and protocols.
24. Comply in a timely manner with the assigned tasks and evaluations, following the guidelines established for each of these. In the case of justified absences, the student will have three (3) working days to contact the corresponding teacher, to schedule the activities and/or evaluations carried out during his/her absence.
25. Use the libraries, laboratories, computer rooms, auditoriums, the coliseum, audiovisual rooms and other areas, taking into account the timetable and the guidelines established in the respective internal regulations, which are an integral part of this handbook.
26. Participate in the different sporting, artistic, leadership and pedagogical outings and activities programmed by the school, in accordance with their abilities and interests, without prejudice to the fulfilment of the commitments acquired. Comply with the regulations and guidelines stipulated in each case and which complement this handbook.
27. Refrain from bringing to school and using distracting objects that are not strictly necessary for school work, such as toys, electronic devices (mobile phones, smart watches, music players, headphones, tablets, computers, video games or similar) and others. The above applies to all school contexts such as buses, extracurricular activities, sports, school trips, among others.

Paragraph. Number 27 applies to all students of the school with the following exceptions and in accordance with the Policy for Teaching and Learning with ICT in the TES Community, which they must comply with:

- Students in Grades 3 and 4 may bring tablets or computers on specific occasions, as directed by the Year Leader, for academic use only and within the classrooms. These may not be used at break time, on school buses or in any other school context. No mobile phones or tablets with SIM cards will be allowed.
- Students in Grades 5 to 9 may bring tablets or computers for academic and classroom use only. These may not be used at break time, on school buses or in any other school context. No mobile phones or tablets with SIM cards will be allowed.
- Students in Grades 10 and 11 may bring their computers and tablets.
- Students in Grade 11 may bring their mobile phones which may not be used during academic activities (a tablet or computer must be used for academic activities).
- Students in Early Years may bring toys in accordance with the instructions provided by the section and on the day designated for this activity.

CHAPTER II

Behaviour in Common Areas

In addition to the duties set out in Chapter I and specific guidelines and agreements on behaviour in different school areas, the following is established:

Article 75. School transport. As the school transport service is a common good for the students, the duties indicated in this handbook, the internal regulations and the agreements established in the school transport service contract must be fully complied with, in addition to:

1. For safety reasons, no student and, in general, no user of the service may stand during the ride. All students and users must wear seat belts.
2. Users of the transport service will not be allowed to get off at a stop other than the one assigned by the Transport Department, without the formal request of the parents or guardian through the channel authorised by the school.

Paragraph 1. Whoever contracts the additional service of school transport for the school day or for sports and/or extracurricular activities, does so under the conditions and clauses foreseen in the transport contract signed between the parties, which authorises the service.

Article 76. School library. Since the library service is a common good for students and the school community, the duties outlined in this handbook, the internal regulations of the libraries and the agreements established in the school enrolment contract must be fully complied with.

Article 77. Science laboratories. Since the laboratories are a common good for students and the school community, the duties set out in this handbook and the internal regulations must be fully complied with. Failure to comply with safety and security rules by students and/or teachers may lead to the corresponding disciplinary procedures, as established in this Community Handbook and the Internal Working Regulations.

Article 78. Special rules in Science laboratories. At the beginning of the school year, the teachers responsible for laboratory practices will explain the safety rules to be followed in each and every laboratory practice, with special emphasis on motivating self-care and guaranteeing the safety of all those who take part in the procedures followed in these practices, following safety rules, conduct and good practices. In the first class, all students who have laboratory sessions must read the laboratory safety rules and sign an express declaration that they have done so, that they understand their content and that they agree to follow these procedures and practices.

All students must fill out the risk analysis form for each laboratory session, which will be available on the platform implemented by the institution and must be filled out and submitted prior to the session.

Article 79. Design and Technology classrooms. They are a space for the common good for the students and the school community and therefore the duties set out in this handbook and the internal regulations must be fully complied with. Failure to comply with safety and security rules by students and/or teachers may lead to the corresponding disciplinary proceedings, as established in this Community Handbook and Internal Working Regulations.

Article 80. Outdoor spaces and other common areas. In outdoor spaces, courts, parks, rest areas and common areas, students must behave respectfully and comply at all times with the instructions of the teacher or the person in charge of the care and supervision of the place. These areas may only be used at the times designated for this purpose and in accordance with the

guidelines for each section. They must not be used at times during the school day when they are required elsewhere for the development of established school activities.

In these places, the uniform must be worn in the manner described in this handbook. It is the responsibility of the students to keep these areas clean and in good condition. While there, older students must pay special attention to the care and well-being of younger students.

Article 81. Educational School Trips. During school trips, whether to academic or sporting events, to other schools or different organisations at a national or international level, the rules set out in this Community Handbook must be observed and applied. The places visited will be the object of special care and must be left in optimum conditions of order and cleanliness.

Students will strictly follow the instructions of the teacher in charge and will take care of the spaces and places visited, living in a special way the institutional values of respect, integrity and trust and demonstrating through their actions the IB learner profile.

CHAPTER III

Uniform

Article 82. Students must always wear one of the two established uniforms, without interchanging items from one uniform to another, according to the programmed activities and the guidelines given by each section.

Article 83. Daily uniform: Dark blue woollen V-neck coat, according to institutional model, dacron-wool prince of Wales trousers/skirt, institutional white shirt with long or short collar and sleeves, dark blue socks and black or white shoes, unadorned, uncoloured and clean. Optional and in addition to the above, a Harrington jacket may be worn.

This uniform will be worn by students in Grades 1 to 10.

Paragraph 1. In special events such as assemblies, external representations or according to the indications of each section, it must be worn in full, with black shoes and without accessories such as hoodies, among others. The use of a belt is optional and must be black.

Paragraph 2. To ensure a proper presentation, the shirt must be tucked into the trousers or skirt; furthermore, these garments must be worn at waist height, thereby promoting the correct and appropriate wearing of the uniform.

Paragraph 3. Students will be allowed to wear the school's permitted house accessories (school jackets/hoodies and house hats), as long as they are not for special events.

Paragraph 4. Students in Grade 11 may wear a jacket, T-shirt and sweater with a class badge, the design of which has been previously approved by the Directive Council. They must keep the other items of the daily uniform or Physical Education uniform.

Article 84. Physical Education (PE) uniform: Institutional sweatsuit with school logo (jacket and trousers), House T-shirt, socks and training shoes that are clean and in good condition. For PE or Rhythm class, the House T-shirt, and shorts or leggings with the school logo must be worn. The Harrington jacket may be worn.

Paragraph 1. This is the only uniform to be worn by students from Pre-Jardin to Transition.

Paragraph 2. For inter-class activities or other sporting activities between classes, students must wear a House T-shirt (blue, yellow, red and white with their respective logos).

Paragraph 3. Students who are members of official sports teams must wear the uniform designated by the school for the respective sport. This uniform will be worn at sporting events and specific sporting training sessions.

Paragraph 4. The institutional recognition shirt awarded to outstanding student athletes may only be worn on Wednesdays or during activities expressly authorised by the institution.

Article 85. Students may wear accessories, caps or jackets from the houses with school uniforms, which are authorised by the school. Likewise, caps and visors worn for protection from the sun in open spaces must be the colour of the uniform or of the houses.

Article 86. Students will always attend ordinary and extraordinary school activities in an excellent state of appearance with clean uniforms. Students in Grade 11 must wear the formal uniform previously approved by the Directive Council in extraordinary activities or when representing the school.

CHAPTER IV**Use of Goods for Personal and Collective Use**

Article 87. Students and their parents and/or guardians must respect and take care of the material goods and elements of the school and of their classmates, being upright, honest and honourable, repairing or answering for the damage caused and returning in a timely manner what has been found that does not belong to them, to the assistant of the section to which the student belongs.

Article 88. The school is not responsible for the loss, damage or misplacement of students' personal belongings. To facilitate the safekeeping of their belongings, lockers are available for students from Grades 5 to 11. The use of these lockers is the sole responsibility of each student, who must ensure their proper use and safekeeping. Early Years and Primary students will keep their belongings in the classroom.

Article 89. Lockers are assigned at the beginning of the school year, according to the definition of the homerooms/mentorships and by order of list. Each user is responsible for their proper use and care. In the event of damage, he/she will be responsible for the cost of repairing them.

Lockers should not contain damp clothing, perishable food or other materials or substances that cause unpleasant odours, or substances or items not authorised by the institution. When leaving on holiday, lockers must be left open and empty for cleaning and maintenance.

Paragraph 1. Opening a locker other than the one assigned to it, without the authorisation of its respective owner, is considered a serious offence.

Paragraph 2. Students may not use a locker that has not been assigned to them.

CHAPTER V**Environment**

Article 90. The members of the educational community must contribute to the cleanliness, conservation, improvement and beautification of the physical plant and take care of the material goods of the institution.

Article 91. The members of the educational community must respect and care for the environment, ensure its conservation and take part in activities related to the sustainability of resources.

CHAPTER VI

Rights and Duties of Parents and/or Guardians

Article 92. Rights of parents and/or guardians. The rights of parents and/or guardians are family and/or guardians, the following:

1. Receive information about the philosophy, the Institutional Educational Project, the Community Handbook, the institution's programmes, curricula and information bulletins, through the means and periodicity determined by the institution.
2. Be respected and treated well by all members of the community educational.
3. Be informed of the outings and activities that the institution schedules and authorises for students, in accordance with the Educational School Trips Policy and its respective procedure.
4. Know the criteria and objectives of the different areas and subjects from the beginning of the academic year, as well as the evaluation parameters defined by the institution, in accordance with its pedagogical model.
5. Participate in the parent training programmes provided by the institution in order to adequately fulfil the educational task that corresponds to them.
6. Request certificates and certificates when needed, within the established legal parameters.
7. Propose initiatives and suggestions that help to improve the institution within the current regulations, following the regular channels and communication flowchart established by the school.
8. Participate in the activities programmed by the sections for parents and/or guardians, in accordance with Law 2025 of 2020, focused on relevant topics for the integral formation of their children. Non-attendance may be taken as grounds for non-compliance with the enrolment contract and may result in the non-renewal of the contract.
9. Activate the mechanisms and protocols of the Comprehensive Care Route when they become aware of conflicts or situations of risk for any member of the educational community within the framework of school coexistence, according to the parameters of Law 1620 of 2013 and its regulatory decrees.

- 10.** To know and follow the regular channels defined in the institution for the resolution of conflicts and controversies that may arise between the different members of the educational community.
- 11.** To be informed about the Comprehensive Care Route established by the institution to deal with situations that affect school coexistence, without this implying the obligation to inform and provide details regarding the progress of disciplinary processes, or the violation of the principles of confidentiality and privacy which the aforementioned processes should enjoy.
- 12.** Be heard and listened to when making complaints, as long as they are supported and presented in a respectful manner.
- 13.** Be informed in advance of the dates of meetings that the institution schedules for the delivery of reports, training workshops or training and all other aspects of the fulfilment of the school's mission.
- 14.** Have respectful communication with all members of the educational community.
- 15.** Participate in, support and accompany the activities that the institution programmes for the fulfilment of its educational mission.
- 16.** Be a member of the Parents Council.
- 17.** Be attended to by teachers and leaders, according to a previously known timetable, respecting the principles of civility and good human relations.
- 18.** Be informed of decisions taken by the institution regarding their children, with reasonable notice.
- 19.** Make known suggestions and opportunities for improvement with the services provided by the school, including transport and cafeteria services, in a respectful, cordial manner and following the regular channels and communication flowchart.
- 20.** Be listened to and to give their opinions, in a respectful manner and following the regular channels and communication flowchart when there are suggestions or in cases where the parent needs more information in relation to the educational and formative process of their children.
- 21.** Take part in the different school governing bodies.
- 22.** Be respected in their dignity, beliefs, race and opinion.

Article 93. Duties of parents. The duties of parents and/or guardians are as follows:

- 1.** Know, respect and comply with the school's Community Handbook, remaining loyal to the institution, to the student and to society in general, being consistent with the school's philosophy, respecting it at all times, actions and procedures.

2. Comply with all the obligations contained in and derived from the enrolment contract, policies, handbooks, protocols and, in general, in the provisions set out in the school's legal regulations and internal regulations, under the principles of diligence and co-responsibility.
3. Address all members of the educational community with respect, decorum and kindness, always using the proper channels. Under no circumstances will verbal or physical aggression that threatens the integrity of another person be accepted. Likewise, the good name and dignity of each individual and of the institution must be preserved.
4. Respect the right to a good name and privacy of the members of the educational community, especially minors.
5. Respect and abide by the handling of personal data of all members of the educational community, observing the guidelines established in the Data Processing Policies and Procedures Handbook of the institution and the provisions of the Statutory Law 1581 of 2012 and Decree 1074 of 2015.
6. Complete the enrolment process through the platform provided by the institution on the dates and within the terms established for this purpose. Review and sign the informed consent form for pedagogical, psycho-pedagogical and/or psychological support within the school environment, in a timely and non-therapeutic manner.
7. Apply appropriate corrective measures in response to their children's misbehaviour, encouraging their comprehensive development and promoting values of responsibility. Likewise, act with solidarity and commitment to remedy any damage caused by their child.
8. Increase, by means of example, the human formation that the school provides, since it is the parents who are the first to build the foundations of their children's personality.
9. Promote in their children the responsible, safe and meaningful use of technological devices and tools, paying special attention to the recommended ages for the use of social networks, applications and others, as well as committing to comply with the responsibilities and challenges involved in the appropriate use of technology, following the recommendations given by the school in its Policy for Teaching and Learning with ICT in the TES Community.
10. Know, respect and comply with the obligations acquired towards the Fundación Educativa de Inglaterra and the school, including the timely payment of the costs of the services received within the deadlines and options established in the enrolment contract.
11. Comply with and encourage in their children respect for the established rules and requirements, ensuring their application in order to practise the principles and values promoted by the school.

12. Encourage and monitor their children's habits of cleanliness, order, study, respect and responsibility.
13. Accept the decisions of the institution's leadership regarding the class placement for a given grade level during the school year or when the Director of Section makes a change of classes, whether for formative, academic, social or human development reasons for the student.
14. Respect the regular channels and communication flowchart that exist in the school, especially for dealing with academic and social situations that may arise with their children, as well as respecting the school's opening hours to talk to each teacher about their child, without interrupting or affecting the internal functioning of the school.
15. Be informed and comply with the guidelines for requesting permission, school bus changes, or reporting absences.
16. Show or submit the respective justification for the child's non-attendance at school, by e-mail, explaining the reasons for the non-attendance, within three (3) days of the non-attendance.
17. Pick up the student from school, in case of illness and/or when required by the institution, within two (2) hours of receiving the report from the Health Care Area.
18. Comply with the regulations established by the school for the accompaniment of students in special cases such as security and health (parents, bodyguards, medical support staff, etc.). Guarantee, in the case of having special personnel for the security of children or parents (bodyguards), that such personnel observe and abide by the rules and guidelines given by the school, in terms of behaviour, courtesy and other prescriptions that are part of the educational processes that the institution usually implements.
19. Compulsory attendance at the activities programmed by the sections for parents and/or guardians, in accordance with Law 2025 of 2020.
20. Keep informed about your child's academic and disciplinary performance and any decisions made by the school regarding your child by attending Open Days to receive the relevant performance reports.
21. Take responsibility and take the necessary steps to repair any personal injury that the student causes to a member of the educational community.
22. Repair, in the shortest possible time, any damage caused by their child to teaching material, implements, elements or property of the school premises and/or other members of the educational community.
23. Actively participate in proposals and strategies for promotion and prevention to mitigate school violence.

24. Participate in the adjustments to the Community Handbook, through the Parents Council and within the framework of the school coexistence rules.
25. Use legal mechanisms for the restitution of their children's rights when they are assaulted.
26. Provide school supplies, uniforms and other implements necessary for the education of their children.
27. Attend, on a compulsory basis, all meetings and/or activities scheduled by the school to address academic and/or behavioural issues. If these are held virtually, be available to attend the meeting with your camera turned on.
28. Attend, on a compulsory basis, the submission of the termly academic report on Open Days. In the event of not being able to attend on the day assigned by the school, make an appointment with the homeroom or grade tutor or the teachers.
29. Show willingness, receptiveness and commitment to the strategies, rules and procedures established by the school for the academic progress and integral education of their children.
30. Provide the student with the pedagogical, psycho-pedagogical, psychological or therapeutic support, in general, that the student requires in his/her academic, formative and behavioural process, as well as to present the respective reports or recommendations made by the experts periodically or when required by the school, so that the school can support the progress and integral formation of the student.
31. Support and participate in activities organised by the parents' association or Parents Council.
32. Accept and diligently comply with the provisions established in the regulations for school transport services, cafeteria, use of parking and of the institution's spaces in general.
33. Refrain from consuming tobacco, tobacco products or using electronic nicotine delivery systems, alcohol or other psychoactive substances, either within the institution or during activities organised outside the school premises.
34. Refrain from providing, distributing, offering, marketing, supplying or allowing the consumption of alcoholic beverages to children and adolescents, both inside and outside the educational institution, as well as in activities organised by the institution. If you become aware of any of these actions, as a responsible adult and under the principle of shared responsibility, you must report the facts to the competent authorities, inform the management of the educational institution and the parents and/or guardians of the children and adolescents involved.
35. Refrain from inciting or participating in social networking groups (WhatsApp, Instagram, TikTok, among others) that denigrate the good name of the school community or any of

its members, or that generate misinformation that has not been officially authorised through the school's regular channels.

36. Refrain from sharing information, images and any kind of data of a personal and sensitive nature, whether about students other than your children or their families, or about school staff, in any form of media, without the explicit written authorisation of the owners of the information. Communicate with the institution and teachers through institutional means (platforms and institutional e-mail) and use, in a responsible manner, the different apps that the institution makes available to them within the training process of their children, including Policy for Teaching and Learning with ICT in the TES Community, ManageBac, permissions platform, OnTrack, institutional email, and the electronic payment platform.
37. Refrain, in any activity, circumstance or celebration of the educational establishment, from entering, carrying or using knives or firearms, explosive objects, poisonous substances, devices designed to launch projectiles such as slingshots, firecrackers, pellet guns, air rifles, etc., or any other object or substance that threatens the life and physical integrity of members of the educational community.

Paragraph 1. Failure to comply with the rights and duties of parents may result in the imposition of the sanctions set out in the bylaws of the Fundación Educativa de Inglaterra, the non-renewal of the enrolment contract, as well as the corrective educational actions set out in this document.

Paragraph 2. For this handbook and any procedure in the institution in general, will be accepted and will exercise the quality of guardian of a student enrolled at The English School, who is or is appointed as such, by court order or public instrument granted by those who are in charge of the parental authority of the child.

CHAPTER VII

Offences and Due Process for Parents and/or Guardians

Article 94. Notwithstanding what is established in the bylaws of the Fundación Educativa de Inglaterra and what they regulate, the non-compliance with any of the duties under their responsibility, provided for in this Community Handbook and in the enrolment contract, is understood to be an offence committed by the parent and/or guardian.

Article 95. Types of offences. The following are the types of offences committed by parents:

1. Minor offences. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.
2. Serious offences. The following are considered to be serious offences:
 - a. Behaving inappropriately in terms of time, place and people, thereby putting at risk their own physical or psychological well-being, or that of any member of the school community.
 - b. Repeated commission of minor offences.
 - c. Marketing, distributing products and services without the authorisation of the school's academic and administrative directives.
 - d. Repeatedly failing to attend meetings and/or summons issued by the school.
 - e. Failure to provide the student with the pedagogical, psycho-pedagogical, psychological or therapeutic support, in general, that the student requires in his/her academic, formative and behavioural process.
 - f. Any offence that violates the fundamental principles of the foundation or the school and the rights of children and adolescents, as set out in current Colombian legislation.

Correlation table of duties and offences of parents and/or guardians.

This table is intended solely as a reference, guide and consultation tool to facilitate the linking of the duties of parents and/or guardians with the classification of non-compliance or offences described in the Community Handbook. The determination of actions, requirements or educational commitments is not automatically applied through this table. Each situation requires an individual and independent analysis by the relevant body, taking into account the specific characteristics of the family and school context, the circumstances of manner, time and place, as well as the nature of shared responsibility in the educational process and the mitigating or aggravating factors applicable to each case.

When carrying out a comprehensive assessment of the behaviour, the relevant body shall always guarantee due process, the right to a defence and the principle of harmonious collaboration between the family and the institution, ensuring that the search for joint solutions and the students' overall well-being take precedence in the analysis of each case.

Duty	Minor offence (Art. 95)	Serious offence (Art. 95)	Very serious Offence
1. Know, respect and comply with the school's Community Handbook, remaining loyal to the institution, to the student and to society in general, being consistent with the school's philosophy, respecting it at all times, actions and procedures.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	a. Behaving inappropriately in terms of time, place and people, thereby putting at risk their own physical or psychological well-being, or that of any member of the school community. f. Any offence that violates the fundamental principles of the foundation or the school and the rights of children and adolescents, as set out in current Colombian legislation.	Not applicable / See national legislation.
2. Comply with all the obligations contained in and derived from the enrolment contract, policies, handbooks, protocols and, in general, in the provisions set out in the school's legal regulations and internal regulations, under the principles of diligence and co-responsibility.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	a. Behaving inappropriately in terms of time, place and people, thereby putting at risk their own physical or psychological well-being, or that of any member of the school community.	Not applicable / See national legislation.

3. Address all members of the educational community with respect, decorum and kindness, always using the proper channels. Under no circumstances will verbal or physical aggression that threatens the integrity of another person be accepted. Likewise, the good name and dignity of each individual and of the institution must be preserved.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	a. Behaving inappropriately in terms of time, place and people, thereby putting at risk their own physical or psychological well-being, or that of any member of the school community.	Not applicable / See national legislation.
4. Respect the right to a good name and privacy of the members of the educational community, especially minors.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	a. Behaving inappropriately in terms of time, place and people, thereby putting at risk their own physical or psychological well-being, or that of any member of the school community. f. Any offence that violates the fundamental principles of the foundation or the school and the rights of children and adolescents, as set out in current Colombian legislation.	Not applicable / See national legislation.

5. Respect and abide by the handling of personal data of all members of the educational community, observing the guidelines established in the Data Processing Policies and Procedures Handbook of the institution and the provisions of the Statutory Law 1581 of 2012 and Decree 1074 of 2015.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	a. Behaving inappropriately in terms of time, place and people, thereby putting at risk their own physical or psychological well-being, or that of any member of the school community.	Not applicable / See national legislation.
6. Complete the enrolment process through the platform provided by the institution on the dates and within the terms established for this purpose. Review and sign the informed consent form for pedagogical, psycho-pedagogical and/or psychological support within the school environment, in a timely and non-therapeutic manner.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	Not applicable	Not applicable / See national legislation.
7. Apply appropriate corrective measures in response to their children's misbehaviour, encouraging their comprehensive development and promoting values of responsibility. Likewise, act with solidarity and commitment to remedy any damage caused by their child.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	Not applicable	Not applicable / See national legislation.

8. Increase, by means of example, the human formation that the school provides, since it is the parents who are the first to build the foundations of their children's personality.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	Not applicable	Not applicable / See national legislation.
9. Promote in their children the responsible, safe and meaningful use of technological devices and tools, paying special attention to the recommended ages for the use of social networks, applications and others, as well as committing to comply with the responsibilities and challenges involved in the appropriate use of technology, following the recommendations given by the school in its Policy for Teaching and Learning with ICT in the TES Community.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	Not applicable	Not applicable / See national legislation.
10. Know, respect and comply with the obligations acquired towards the Fundación Educativa de Inglaterra and the school, including the timely payment of the costs of the services received within the deadlines and options established in the enrolment contract.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	Not applicable	Not applicable / See national legislation.

11. Comply with and encourage in their children respect for the established rules and requirements, ensuring their application in order to practise the principles and values promoted by the school.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	Not applicable	Not applicable / See national legislation.
12. Encourage and monitor their children's habits of cleanliness, order, study, respect and responsibility.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	Not applicable	Not applicable / See national legislation.
13. Accept the decisions of the institution's leadership regarding the class placement for a given grade level during the school year or when the Director of Section makes a change of classes, whether for formative, academic, social or human development reasons for the student.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	Not applicable	Not applicable / See national legislation.
14. Respect the regular channels and communication flowchart that exist in the school, especially for dealing with academic and social	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as	Not applicable	Not applicable / See national legislation.

situations that may arise with their children, as well as respecting the school's opening hours to talk to each teacher about their child, without interrupting or affecting the internal functioning of the school.	serious offences mentioned in the following articles.		
15. Be informed and comply with the guidelines for requesting permission, school bus changes, or reporting absences.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	Not applicable	Not applicable / See national legislation.
16. Show or submit the respective justification for the child's non-attendance at school, by e-mail, explaining the reasons for the non-attendance, within three (3) days of the non-attendance.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	Not applicable	Not applicable / See national legislation.
17. Pick up the student from school, in case of illness and/or when required by the institution, within two (2) hours of receiving the report from the Health Care Area.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	Not applicable	Not applicable / See national legislation.
18. Comply with the regulations established by	1. Failure to comply with the duties of	Not applicable	Not applicable

the school for the accompaniment of students in special cases such as security and health (parents, bodyguards, medical support staff, etc.). Guarantee, in the case of having special personnel for the security of children or parents (bodyguards), that such personnel observe and abide by the rules and guidelines given by the school, in terms of behaviour, courtesy and other prescriptions that are part of the educational processes that the institution usually implements.	parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.		/ See national legislation.
19. Compulsory attendance at the activities programmed by the sections for parents and/or guardians, in accordance with Law 2025 of 2020.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	d. Repeatedly failing to attend meetings and/or summons issued by the school.	Not applicable / See national legislation.
20. Keep informed about your child's academic and disciplinary performance and any decisions made by the school regarding your child by attending Open Days to receive the relevant performance reports.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	d. Repeatedly failing to attend meetings and/or summons issued by the school.	Not applicable / See national legislation.

21. Take responsibility and take the necessary steps to repair any personal injury that the student causes to a member of the educational community.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	Not applicable	Not applicable / See national legislation.
22. Repair, in the shortest possible time, any damage caused by their child to teaching material, implements, elements or property of the school premises and/or other members of the educational community.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	Not applicable	Not applicable / See national legislation.
23. Actively participate in proposals and strategies for promotion and prevention to mitigate school violence.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	Not applicable	Not applicable / See national legislation.
24. Participate in the adjustments to the Community Handbook, through the Parents Council and within the framework of the school coexistence rules.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	Not applicable	Not applicable / See national legislation.

25. Use legal mechanisms for the restitution of their children's rights when they are assaulted.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	Not applicable	Not applicable / See national legislation.
26. Provide school supplies, uniforms and other implements necessary for the education of their children.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	Not applicable	Not applicable / See national legislation.
27. Attend, on a compulsory basis, all meetings and/or activities scheduled by the school to address academic and/or behavioural issues. If these are held virtually, be available to attend the meeting with your camera turned on.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	d. Repeatedly failing to attend meetings and/or summons issued by the school.	Not applicable / See national legislation.
28. Attend, on a compulsory basis, the submission of the termly academic report on Open Days. In the event of not being able to attend on the day assigned by the school, make an appointment with the homeroom or grade tutor or the teachers.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	d. Repeatedly failing to attend meetings and/or summons issued by the school.	Not applicable / See national legislation.

29. Show willingness, receptiveness and commitment to the strategies, rules and procedures established by the school for the academic progress and integral education of their children.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	Not applicable	Not applicable / See national legislation.
30. Provide the student with the pedagogical, psycho-pedagogical, psychological or therapeutic support, in general, that the student requires in his/her academic, formative and behavioural process, as well as to present the respective reports or recommendations made by the experts periodically or when required by the school, so that the school can support the progress and integral formation of the student.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	e. Failure to provide the student with the pedagogical, psycho-pedagogical, psychological or therapeutic support, in general, that the student requires in his/her academic, formative and behavioural process.	Not applicable / See national legislation.
31. Support and participate in activities organised by the parents' association or Parents Council.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	Not applicable	Not applicable / See national legislation.
32. Accept and diligently comply with the provisions	1. Failure to comply with the duties of	Not applicable	Not applicable

established in the regulations for school transport services, cafeteria, use of parking and of the institution's spaces in general.	parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.		/ See national legislation.
33. Refrain from consuming tobacco, tobacco products or using electronic nicotine delivery systems, alcohol or other psychoactive substances, either within the institution or during activities organised outside the school premises.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	a. Behaving inappropriately in terms of time, place and people, thereby putting at risk their own physical or psychological well-being, or that of any member of the school community.	Not applicable / See national legislation.
34. Refrain from providing, distributing, offering, marketing, supplying or allowing the consumption of alcoholic beverages to children and adolescents, both inside and outside the educational institution, as well as in activities organised by the institution. If you become aware of any of these actions, as a responsible adult and under the principle of shared responsibility, you must report the facts to the competent authorities, inform the management of the educational institution and the parents and/or	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	a. Behaving inappropriately in terms of time, place and people, thereby putting at risk their own physical or psychological well-being, or that of any member of the school community. f. Any offence that violates the fundamental principles of the foundation or the school and the rights of children and adolescents, as set out in current Colombian legislation.	Not applicable / See national legislation.

guardians of the children and adolescents involved.			
35. Refrain from inciting or participating in social networking groups (WhatsApp, Instagram, TikTok, among others) that denigrate the good name of the school community or any of its members, or that generate misinformation that has not been officially authorised through the school's regular channels.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	a. Behaving inappropriately in terms of time, place and people, thereby putting at risk their own physical or psychological well-being, or that of any member of the school community.	Not applicable / See national legislation.
36. Refrain from sharing information, images and any kind of data of a personal and sensitive nature, whether about students other than your children or their families, or about school staff, in any form of media, without the explicit written authorisation of the owners of the information. Communicate with the institution and teachers through institutional means (platforms and institutional e-mail) and use, in a responsible manner, the different apps that the institution makes available to them within the training process of their children, including Policy for Teaching and Learning with ICT in the TES	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	f. Any offence that violates the fundamental principles of the foundation or the school and the rights of children and adolescents, as set out in current Colombian legislation.	Not applicable / See national legislation.

Community, ManageBac, permissions platform, OnTrack, institutional email, and the electronic payment platform.			
37. Refrain, in any activity, circumstance or celebration of the educational establishment, from entering, carrying or using knives or firearms, explosive objects, poisonous substances, devices designed to launch projectiles such as slingshots, firecrackers, pellet guns, air rifles, etc., or any other object or substance that threatens the life and physical integrity of members of the educational community.	1. Failure to comply with the duties of parents, included in this handbook, except for those considered as serious offences mentioned in the following articles.	a. Behaving inappropriately in terms of time, place and people, thereby putting at risk their own physical or psychological well-being, or that of any member of the school community.	Not applicable / See national legislation.
Other Specific Offences	Not applicable	b. Repeated commission of minor offences.	Not applicable / See national legislation.

Article 96. Corrective educational actions. The following are educational corrective actions that a parent may receive for non-compliance with his or her duties and offences committed:

- 1.** Written warning: Reprimand.
- 2.** Written sanction: a sanction in which the family's stay is subject to compliance with the conditions imposed.

Article 97. Procedure. The following is the procedure and due process for dealing with the commission of an offence by parents.

1. Once the event has occurred, the Head of School-Rector will be informed by the teacher, administrative staff or whoever witnessed it.
2. The Head of School-Rector will inform the parent involved of the possible offence, the circumstances and the complaint or fact that has been reported to him/her, and that he/she has three (3) working days in which to present his/her defence in relation to the alleged offence.
3. Once the complaints have been received, the Head of School-Rector will evaluate them and make the necessary decisions, after consulting the School Coexistence Committee. The decision adopted will be notified to those affected so that they may exercise their right of defence by lodging an appeal within three (3) working days of notification and will be decided by the Directive Council.

CHAPTER VIII

Institutional System for the Exercise of Human Rights, Sexuality Education and the Prevention and Mitigation of School Violence

Article 98. For the prevention and intervention of mistreatment among students, The English School established and currently practices the Mutual Respect and Dignity programme as well as KIVA, which, among their objectives, aim to *"guarantee a school environment respectful of the dignity and human rights of children and adolescents"*, through promotion and prevention strategies, as well as care and monitoring of situations of aggression and bullying, complying with current regulations and adopting the Protocol of Care for Situations of Alleged Aggression and bullying, which is part of the Directory of Comprehensive Care Protocols for school Coexistence and the exercise of human rights, sexual rights and reproductive rights, which in turn is based on Decree 1965 of 11 September 2013, which regulates Law 1620 of 2013 that creates the National System of Coexistence in Schools and Training for the Exercise of Human Rights, Education for Sexuality and the Prevention and Mitigation of School Violence. Likewise, under the principle of co-responsibility contemplated in Articles 10 and 40 of Law 1098 of 2006, which, among other objectives, seeks to protect the rights of children and adolescents through a series of actions aimed at the prevention and accompaniment of students and families in the face of the phenomenon of bullying.

Article 99. The following definitions are taken from Decree 1965 of 2013, Law 1620 of 2013, Law 2564 of 2026 and the Directory of Comprehensive Care Protocols, issued by the District School Coexistence Committee:

1. **School Coexistence.** Dimension of the educational institution that includes everything related to the formative processes for the interaction between the different members of the educational community and for citizenship forming, as well as for the prevention of disruptive behaviour and the implementation of measures and actions that make it possible to redirect inappropriate behaviour for life in the community and in society.
2. **Conflict.** Situations that are characterised by real or perceived incompatibility between one or more people in relation to their interests.
3. **Inadequately managed conflicts.** Situations in which conflicts are not resolved in a constructive manner and give rise to events that affect school coexistence such as altercations, confrontations or fights between two or more members of the educational community, at least one of whom is a student, provided that there is no bodily harm or damage to the health of any of the parties involved.
4. **School aggression.** Any action carried out by one or more members of the educational community that seeks to negatively affect other members of the institution, at least one of whom is a student. School aggression can be physical, verbal, gestural, relational and electronic.
 - a. **Physical assault.** Any act that causes physical harm or injury to another person. This includes punching, kicking, shoving, slapping, biting, scratching, pinching and hair-pulling, amongst other things.
 - b. **Verbal aggression.** Any action that degrades, humiliates, intimidates or belittles another person through words. This includes insults, offensive nicknames, mockery and threats.
 - c. **Gestural aggression.** Any action that seeks to degrade, humiliate, frighten or disqualify others with gestures.
 - d. **Relational aggression.** Any action that negatively affects the relationships that others have, including excluding from groups, deliberately isolating and spreading rumours or secrets, seeking to negatively affect the person's status or image in the eyes of others.
 - e. **Electronic aggression.** Any action that negatively affects others through electronic means. It includes posting intimate or humiliating photos or videos on the internet, making insulting or offensive comments about others through social media, and sending insulting or offensive text messages both anonymously and when the identity of the sender is revealed.

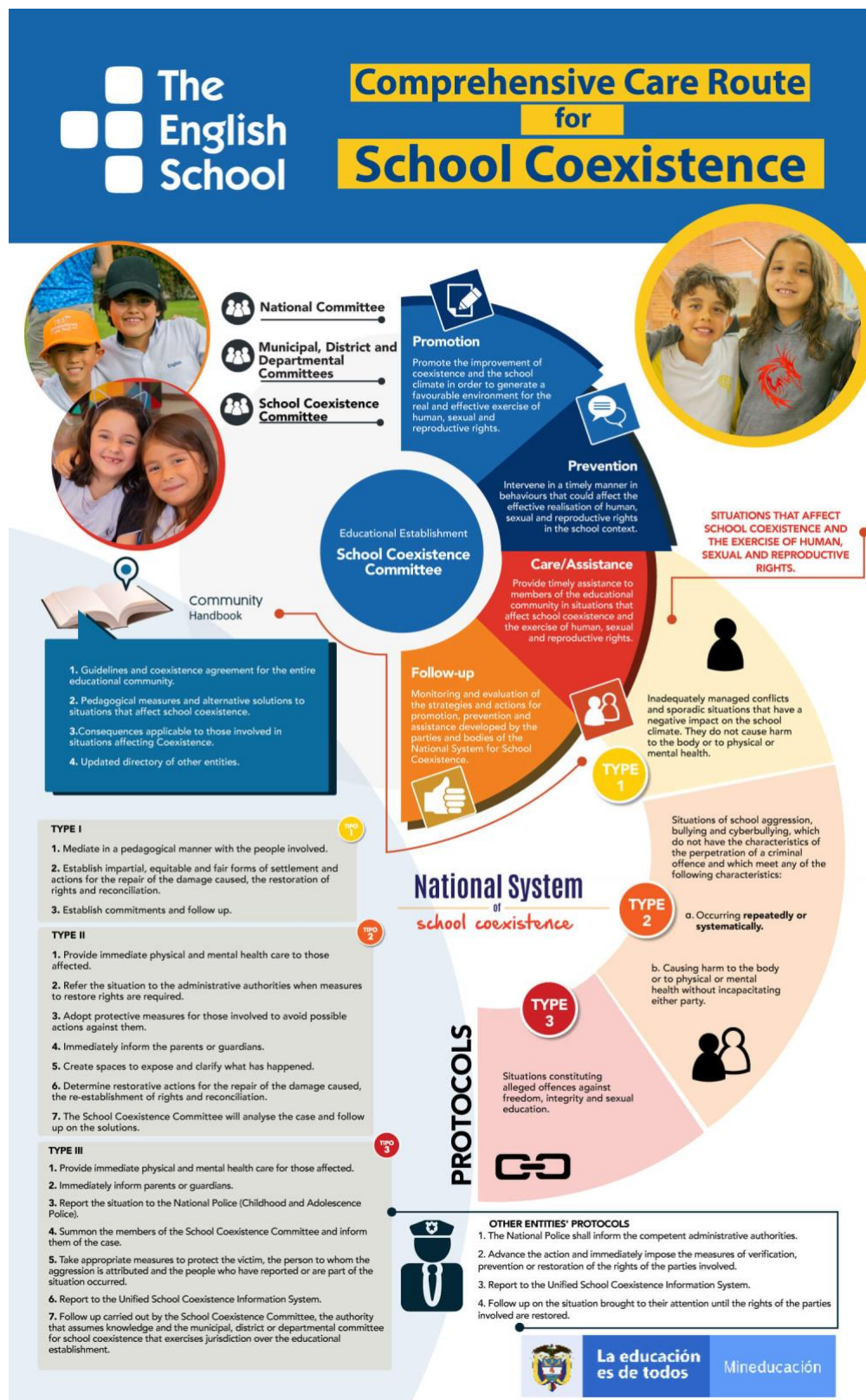
5. **Bullying.** Intentional, methodical and systematic negative conduct of aggression, intimidation, humiliation, ridicule, defamation, coercion, deliberate isolation, threat or incitement to violence or any form of psychological, verbal, physical or electronic mistreatment of a child by a student or several of his or her peers with whom he or she has an asymmetrical power relationship, and which occurs repeatedly or over a certain period of time. It can also be perpetrated by teachers against students or by students against teachers and with the indifference or complicity of their environment. Bullying has consequences on the health, emotional well-being and school performance of students, as well as on the learning environment and the school climate of the educational establishment.
6. **Cyberbullying (electronic bullying).** A form of bullying with deliberate use of information technologies (Internet, virtual social networks, mobile telephony and online video games) with the intention of generating psychological and continuous mistreatment.
7. **Happy Slapping:** Behaviour that involves recording an act of physical, verbal or sexual assault against a person, which is subsequently disseminated via communication technologies. The assault may be posted on a website, a social media platform, or shared via a mobile messaging app (WhatsApp, Messenger, etc.).
8. **Sexual violence.** Sexual violence against children and adolescents is understood to be any act or behaviour of a sexual nature exercised over a child or adolescent, using force or any form of physical, psychological or emotional coercion, taking advantage of the conditions of defencelessness of inequality and the existing power relations between victim and aggressor.
9. **Violation of the rights of children and adolescents.** Any situation of damage, injury or harm that impedes the full exercise of children's rights.
10. **Restoration of the rights of children and adolescents.** A set of administrative and other actions carried out to restore their dignity and integrity as subjects of rights and their capacity to effectively enjoy the rights that have been violated.
11. **Unified information system for school coexistence.** A set of strategies for the identification, registration and monitoring of cases of bullying, school violence and violations of sexual and reproductive rights affecting children and adolescents in educational establishments.

CHAPTER IX

Comprehensive Care Route for School Coexistence

Article 100. **Comprehensive route.** This corresponds to the processes and protocols to be followed by the entities and institutions that make up the National System of Coexistence and Training for Human Rights, education for sexuality and the prevention and mitigation of school violence, in all cases in which school Coexistence and the human, sexual and reproductive rights of students in educational institutions are affected, articulating an agile, comprehensive and complementary service offer.

The following diagram lists the Comprehensive Care Protocols for Coexistence in Schools:



Article 101. In addition to the educational and pedagogical processes contained in this handbook and in the Institutional Educational Project, The English School may adopt and apply the complementary strategic measures that it considers necessary for the promotion of coexistence, as well as those that it deems necessary for the dissemination and socialisation of the corresponding procedures, among them:

1. Dissemination and appropriation of the Community Handbook
2. Child Protection and Safety Policy
3. Reflection and training days
4. Accompaniment in school life
5. Training in affectivity and sexuality
6. Homeroom
7. Citizenship skills development programme
8. Programme for the prevention of psychoactive substance abuse
9. Mutual Respect and Dignity Programme
10. Anti-bullying programmes - KiVa.

Article 102. In all disciplinary and/or coexistence processes, in the development of prevention activities and in the implementation and execution of the aforementioned protocols, the school will treat with discretion and observing data protection regulations, the data of all those involved and, in particular, those corresponding to minors as they are of a sensitive nature, which enjoy constitutional protection and are subject to treatment in their best interests and to guarantee their rights, in accordance with the provisions of Articles 13 and 17 of Statutory Law 1581 of 2012.

Likewise, the institution will keep confidentiality and apply its institutional policies and programmes, tending at all times to guarantee the rights of persons who report the concurrence of situations that affect school coexistence and the exercise of human, sexual and reproductive rights of possible actions against them. In this sense, personal and/or sensitive data will not be disclosed to other members of the community or third parties, unless there is a legal exception and/or a court order issued by a competent authority.

TITLE V
STAFF**CHAPTER I****Rights and duties of staff at The English School.**

Article 105. The English School staff have the following rights, among others:

1. Rights enshrined in the Constitution, the Labour Code, the Teachers' Statute, and the Internal Work Regulations.
2. Be familiar with and participate in the Institutional Educational Project.
3. Be familiar with and benefit from the Internal Work Regulations, Community Handbook, and institutional policies.
4. Be familiar with, participate in, and receive the benefits of the Social Security Programme and the Occupational Health and Safety Management System.
5. Enjoy a working environment with adequate health, hygiene, and safety conditions.
6. Adequate general and specific induction process.
7. Know the evaluation criteria for the performance management process, receive ongoing, objective and timely support, evaluation and feedback on one's process.
8. Access to physical, bibliographic and technological resources.
9. Participation in training and refresher programmes offered by the institution.
10. Support and backing from managers and line managers.
11. Respectful treatment from the entire educational community.
12. Freedom of teaching and expression within institutional limits.
13. Selection of research topics, subject to institutional approval.
14. Participation in activities organised by the institution.
15. Promotion and recognition of achievements.
16. Fair pay in accordance with the institution's salary scale.
17. Not to be discriminated against on the basis of race, beliefs, gender, special learning conditions, among others.
18. Receive timely, accurate and adequate information on all aspects that determine their permanence in the institution.
19. Participate in internal promotion calls and selection processes.
20. Elect and be elected to school governing bodies.
21. Present defences against accusations of any kind and appeal decisions that affect their performance, in accordance with the institution's Internal Work Regulations.

22. Guarantee of confidentiality of personal and professional data.
23. Permission for medical appointments, medical treatment, domestic emergencies and other circumstances specified in the Internal Work Regulations, following the procedure established for this purpose.

Article 104. The duties of the staff at The English School are the following:

1. Promote the mission, vision, and principles of the school.
2. Be loyal to the institution and comply with rules and policies.
3. Comply with labour regulations and institutional policies.
4. Respect the privacy and good name of community members.
5. Understand and take on the responsibilities of one's position with accountability.
6. Participate in performance evaluations and feedback.
7. Take care of the resources assigned to one's work.
8. Contribute to the fulfilment of the Institutional Educational Project.
9. Comply with the work schedule and report absences in a timely manner and in accordance with the procedure for requesting leave/permissions.
10. Be respectful towards line managers, students and the entire educational community in general.
11. Collaborate in emergencies or accidents, following the instructions of the authorities in charge.
12. Comply with safety and hygiene regulations.
13. Refrain from interacting with students outside institutional channels.
14. Maintain confidentiality and respect the rights of students, parents, staff and the educational community in general.
15. Use ICT and social networks in accordance with institutional policies.
16. Report for work in an appropriate manner in accordance with the dress code and the no alcohol or psychoactive substances policy and other related policies.
17. Participate in scheduled activities and meetings.
18. Submit reports and assignments on time.
19. Respect the regular channels for any situation.
20. Comply with the Child Protection and Safety Policy.
21. Respect the Community Handbook and internal rules.
22. Take care of school resources and facilities and avoid unauthorised activities in the workplace.
24. Report any situation that affects students or facilities.

CHAPTER II**Criteria for Interactions Between Leaders, Teachers and Staff with Students**

Article 105. Fundamental criterion. The best interests and the protection of the rights of minors and adolescents shall prevail in any situation in which these may conflict with or violate those of adults.

Students are considered the *raison d'être* of the educational processes and, in this sense, all members of the educational community must strictly comply with the Child Protection and Safety Policy and will always strive for the formation and educational process of the student within the principles and values of the institution and the Secondary programme.

Article 106. Criteria for relations between students and staff of the educational institution for educational reasons. In the relations between the staff of the institution and the students, the ethical and moral principles set out in the Institutional Educational Project shall prevail and the current legal regulations, the provisions of the Child Protection and Safety Policy and the Code of Conduct shall be taken into account (see Appendix 10).

Article 107. Criteria for handling situations that affect student interactions with teachers and staff. In accordance with current regulations and the criteria and principles set out in the Institutional Educational Project, when situations arise that affect interactions between students and teachers, but also with the institution's leadership, administrative and service staff, the criteria and procedures to be taken into account are as follows:

1. When a situation arises in which it is assumed that any of the fundamental rights of minors or adolescents have been violated by an adult, whether it is due to a complaint by the alleged victim, a classmate, a parent or any person linked to the educational institution (leaders, support staff, teachers, administrative staff), the institution will follow the regular procedures set out in this Community Handbook, as well as in the national and/or district legislation in force.
2. If there is sufficient evidence that the allegation may be true and the allegation violates any of the duties of the institution's staff in relation to their work as educators, the institution will follow the procedure established in the Internal Working Regulations, through its established directives and bodies.
3. If there is sufficient evidence that such a complaint may be true, but also that it may eventually constitute a crime, inappropriate conduct or conduct that violates the

professional code of ethics, the institution will follow the channel and procedure established in the Internal Working Regulations, through its directives and instances, but it will also report the situation to the body defined in this Community Handbook within the Comprehensive Care Route and to the authorities or bodies defined by the regulations in force, as appropriate, so that the investigation, classification and sanction can be carried out there, as appropriate, on the occasion of the conduct.

4. When a situation arises that allegedly violates the fundamental rights of a child or adolescent, and is reported by the possible victim, by one of his/her classmates or by a member of the educational community, the possible victim or victims of this situation will be protected in a special way and will not be exposed to possible intimidation by the alleged aggressor or aggressors.
5. Any member of the educational community, regardless of their position or responsibility in the institution, should be aware that in the event of a complaint being made against them for inappropriate conduct that may constitute a crime, the institution will bring it to the attention of the competent authorities, through one of its authorities, or whoever is aware of the situation, depending on the case and the alleged crime.

Paragraph 1. When a situation described in paragraphs 3 and 4 of this article arises, the alleged aggressor or perpetrator shall be removed from situations in which he/she has to interact with the possible victim(s) until the situation has been investigated and defined by the institution's leadership, either as a real situation, in which case the established procedures shall be followed, or as a false situation, which does not require any further action.

Paragraph 2. The occurrence of a situation that constitutes an offence and is considered as such by the competent authorities shall be grounds for initiating disciplinary proceedings under the legal regulations in force.

TITLE VI

DISCIPLINARY REGIME FOR STUDENTS

CHAPTER I

Disciplinary Regime for Students

Article 108. Fundamentals. The disciplinary regime developed here has an essentially pedagogical character, which seeks to provoke reflection, personal strengthening, self-discipline and integral formation in the student. All the educational corrective actions, including cancellation and non-renewal of enrolment, regulated in this Community Handbook, are established so that the student is aware of his/her action or omission and assumes it responsibly, since, on some occasions, the seriousness of the action or omission and its sanction lead to the student having to face decisive consequences in his or her educational and coexistence processes.

In any process called upon to impose a corrective educational measure for behaviour that violates the rules of discipline, The English School will take into account the principle of restorative justice, recovering the social links disarticulated by the contravention, the sense of security, respect for others, good treatment, the meaning of community life and healthy school coexistence, among other aspects.

Likewise, any action involving the educational community, especially students, shall be analysed within the framework of the principles of due process, respecting their rights and remembering their duties and obligations. In any disciplinary process, factors such as the age of the person committing the offence and, therefore, their degree of psychological maturity, the context surrounding the commission of the offence and the personal and family conditions of the student will be taken into consideration, as well as the principles that regulate due process, this being understood as the set of actions that the institution must observe in all actions to guarantee the fundamental rights of those involved:

Principles of due process:

- Equality: Equal consequences shall apply to equal facts. No student and, in general, no member of the community may be discriminated against on any grounds (gender, race, origin, language, religion, political opinion, sexual identity or orientation, etc.).
- Human dignity: Every member of the community has the right to be treated with dignity and in accordance with his or her human condition.

- **Right of defence:** In all circumstances, especially within a process that may lead to the imposition of a corrective educational measure, those involved should have the guarantee of exercising their right of defence, through the possibility of being heard through the regular established channels, as well as to present arguments and evidence, controvert the same and present the appeals that the handbook grants them.
- **Presumption of innocence and favourability:** Every member of the community should be considered innocent until a disciplinary process that respects due process as a fundamental right has been carried out and the contrary has not been proven, guaranteeing their rights and always opting for the application of the most favourable legal provision for the affected party.
- **Typicality:** This handbook describes a series of actions that affect school discipline and/or coexistence, according to their degree of seriousness. It also establishes the types of corrective educational actions to be imposed.
- **Competent body:** This manual clearly establishes the regular channels to be followed in the disciplinary process and the bodies involved in its corresponding stages.
- **Double instance:** In all disciplinary proceedings, the possibility for members of the community to lodge, in a timely manner and before the relevant instance, the appeal in order to guarantee due process, the right to defence and the imposition of objective corrective educational actions.
- **Proportionality:** corresponds to the fit and correlation between the action affecting discipline and/or coexistence at school and the corrective pedagogical action applied.

CHAPTER II

Offences

Article 109. Offences. Offences are understood to be acts of an individual or group nature that disregard restrictions or acts related to personal discipline, in accordance with the provisions of this handbook. A student commits an offence when by his/her action and/or omission he/she acts against the Constitution and the laws of the Republic of Colombia, the duties of the student and the rules established in this handbook and/or by other regulatory documents of the school.

Disciplinary offences have three (3) categories: minor, serious and very serious. The classification of an offence, as well as the corrective educational action involved, is subject specifically to the incident in which the student is involved.

Each category of offence is typified by a specific determination that clearly identifies the behaviour that is not permitted. The examples only illustrate the category and do not constitute an exhaustive list of sanctionable behaviours. Therefore, corrective educational action is not excluded for offences not mentioned, but which are clearly identifiable as belonging to one of the categories of offences and which are assessed by the appropriate body.

Correlation table of students' duties and offences

This table is intended solely as a reference, guide and consultation tool to facilitate the association between students' duties and the classification of offences (minor, serious and very serious) described in Articles 110, 111 and 112 of the Community Handbook. The application of educational corrective measures and formative actions does not occur automatically through this table. Each situation requires an individual and independent analysis by the relevant body, taking into account the specific context, the circumstances of manner, time and place, as well as the mitigating or aggravating factors applicable to each case.

The person imposing the educational corrective measure shall carry out a comprehensive assessment of the conduct, always guaranteeing due process, the right to a defence and the best interests of the child, ensuring that education and restorative justice prevail in the analysis of each offence.

Duty	Minor Offence (Art. 110)	Serious Offence (Art. 111)	Very Serious Offence (Art. 112)
1. Know, comply with and abide by the guidelines set out in this handbook and, in general, the policies and protocols set out in the legal provisions and internal regulations of the school. See Annexes 1, 3, 4, 5, 6.	a. Any breach of a school rule that does not harm the physical, emotional or psychological integrity of a member of the school community or of him/herself.	a. Any breach of a rule or of the Community Handbook, which threatens the integrity of a member of the educational community or of oneself, intentionally or unintentionally, inside or outside the institution.	a. Any breach of a school rule that is considered an offence under current Colombian law.

2. Respect all members of the community, the good name of the school and its emblems at all times, in all places and in all modalities (virtual and face-to-face), inside and outside the school.	(According to the text, no specific offence applies at this level)	b. Undermining the good name of the school by actions or through any means of communications or technological means, affecting its image and reputation.	d. Engaging in verbal or written disrespect, intimidation, harassment, or physical, verbal or written aggression towards a member of the teaching or non-teaching staff, a parent or a student of the school, in any virtual or face-to-face setting.
3. Wear the uniform, in accordance with the provisions of this handbook.	d. Wearing the uniform inappropriately, making combinations or including accessories and/or garments that are not part of it, are in poor condition or in disrepair, as well as not wearing the daily uniform during special scheduled activities.	e. Behaving inappropriately depending on the context, place and people, affecting the development of activities and the fulfilment of the school's objectives.	(According to the text, no specific offence applies at this level)
4. Exercise proper habits of hygiene, grooming and personal presentation.	d. Wearing the uniform inappropriately, making combinations or including accessories and/or garments that are not part of it, are in poor condition or in disrepair, as well as	e. Behaving inappropriately depending on the context, place and people, affecting the development of activities and the fulfilment of the school's objectives.	(According to the text, no specific offence applies at this level)

	not wearing the daily uniform during special scheduled activities.		
5. Use the institutional email and educational platforms appropriately; their use for purposes other than those specified is strictly prohibited.	i. Fail to comply with the Policy for Teaching and Learning with ICT in the TES Community and national policies and in accordance with the specific provisions and policies of the different applications and social networks.	b. Undermining the good name of the school by actions or through any means of communications or technological means, affecting its image and reputation.	g. Inappropriate use of the institution's communication system, applications, social networks or ICT tools for acts of cyberbullying, intimidation, mockery, coercion, harassment, personal, physical, psychological or verbal aggression.
6. Care for and preserve the environment and its ecological surroundings, in accordance with the guidelines set out by the institution, especially in its School Environmental Project (PRAE), as well as participate in activities related to the sustainability of these resources.	b. Unintentional damage to the school environment.	k. Unintentional damage to the material assets of members of the community, the school and the school environment.	k. Theft, vandalism or deliberate and intentional damage to property or to any member of the community.
7. Participate actively and in a timely manner in the communication processes between the institution and parents and/or	i. Fail to comply with the Policy for Teaching and Learning with ICT in the TES Community and national policies and in accordance	b. Undermining the good name of the school by actions or through any means of communications or technological means, affecting its	(According to the text, no specific offence applies at this level)

guardians through the use of institutional channels.	with the specific provisions and policies of the different applications and social networks.	image and reputation.	
8. Respect the institution's autonomy regarding the assignation of the classroom to which a student is assigned for a particular grade level during the school year.	a. Any breach of a school rule that does not harm the physical, emotional or psychological integrity of a member of the school community or of him/herself.	e. Behaving inappropriately depending on the context, place and people, affecting the development of activities and the fulfilment of the school's objectives.	(According to the text, no specific offence applies at this level)
9. Refrain from consuming food on school transport, in classrooms, libraries, laboratories, among other places or spaces. This may only be done with the teacher's authorisation.	f. Consuming drinks and food in places other than those defined by the institution's rules for that purpose.	m. Failing to comply with the rules laid down for the school's various communal areas, and behaving in a manner that puts one's own safety or that of anyone else using these facilities at risk.	(According to the text, no specific offence applies at this level)
10. Participate actively and responsibly in the different evacuation or emergency drills.	e. Being unpunctual in attending classes, assemblies or any activity programmed in the institution, as well as in not participating in evacuation or emergency drills organised by the Joint Committee for Health and Safety at Work (COPASST) or any institutional	i. Generate shock or panic in the educational community.	(According to the text, no specific offence applies at this level)

	committee approved for this purpose.		
11. Recognise that all actions, intentional or unintentional, have consequences for themselves, others or the community, realising that their rights are limited by the rights and well-being of others.	a. Any breach of a school rule that does not harm the physical, emotional or psychological integrity of a member of the school community or of him/herself.	c. Covering up for or being an accomplice to other students who commit any serious offence or very serious offence.	d. Engaging in verbal or written disrespect, intimidation, harassment, or physical, verbal or written aggression towards a member of the teaching or non-teaching staff, a parent or a student of the school, in any virtual or face-to-face setting. e. Acts of discrimination and exclusion on physical, sexual, religious, ideological or socio-economic grounds, whether they are students, teachers, staff or school staff.
12. Provide reparation and compensation to another member of the community in the event of damage to property, whether intentional or unintentional. This involves restitution,	b. Unintentional damage to the school environment.	k. Unintentional damage to the material assets of members of the community, the school and the school environment.	k. Theft, vandalism or deliberate and intentional damage to property or to any member of the community.

repair, or compensation as appropriate.			
13. Respect the affective and sexual integrity of all members of the community and be restrained in expressions of affection, as long as the consent of the other person is given.	(According to the text, no specific offence applies at this level)	f. Manifestations of affection inappropriate for the context of an educational institution that educates students of different ages and at different stages of development.	f. Any physical act, sexual, psychological or any other kind of abuse or violence that violates the sexual integrity of any member of the educational community.
14. Refrain from organising and participating in raffles, gambling, sales or business 'of any kind' that are not previously authorised by the school.	(According to the text, no specific offence applies at this level)	h. Conducting and participating in unauthorised raffles, games of chance, sales or business within the institution.	(According to the text, no specific offence applies at this level)
15. Refrain from engaging or participating, under any circumstances, or in any kind of space, inside or outside the school, place and/or situation of face-to-face or virtual interaction, in acts of bullying, intimidation, mockery, coercion, harassment, personal, physical, psychological or verbal aggression against another	c. Failure to abide by the specific rules of behaviour in the different areas of the institution such as the library, the school bus, the laboratory, the cafeteria, among others.	d. The use of profanity or expressions that offend, injure self-esteem or disrespect any member of the school community, in any spoken or written form.	c. Any act of bullying, sexting, grooming, happy slapping, intimidation, teasing, coercion, personal, physical, psychological, verbal or digital aggression or any other form of online violence, against another person or member of the educational community through any form or medium.

person, or acts of discrimination for physical, sexual, religious, ideological, socio-economic, nationality or cultural reasons, whether a student, parent or staff member of the school.			d. Engaging in verbal or written disrespect, intimidation, harassment, or physical, verbal or written aggression towards a member of the teaching or non-teaching staff, a parent or a student of the school, in any virtual or face-to-face setting. e. Acts of discrimination and exclusion on physical, sexual, religious, ideological or socio-economic grounds, whether they are students, teachers, staff or school staff.
16. Refrain from entering, carrying, using, consuming, sharing, distributing, selling or encouraging the use of any type of substance, system, element or method of administration that alters behaviour or threatens their own health or that of any other member of the community, such as	(According to the text, no specific offence applies at this level)	(According to the text, no specific offence applies at this level)	b. Presenting themselves at the school for ordinary or extraordinary activities programmed by the school, inside or outside its premises, under the influence of any psychoactive substance. l. Possessing, carrying, inducing,

alcohol, drugs, tobacco, electronic nicotine devices, vaping devices, non-prescription medicines, among others. Likewise, attending school under the influence of any of the above substances for ordinary or extraordinary activities programmed by the school, inside or outside its premises.			marketing, or consuming any item that threatens one's own health or that of any member of the educational community.
17. Refrain from hiding, damaging and/or taking without their consent, any item belonging to another member of the educational community and the institution. Likewise, to hand over to the assistant of their section any objects they find that do not belong to them.	(According to the text, no specific offence applies at this level)	k. Unintentional damage to the material assets of members of the community, the school and the school environment.	k. Theft, vandalism or deliberate and intentional damage to property or to any member of the community.

18. Refrain from creating, possessing, downloading or distributing content that incites violence or promotes aggressive behaviour, dangerous behaviour, negative stereotypes or that encourages bullying or behaviour dangerous to physical integrity or mental health (such as challenges, or memes, videos, animations, polls, stickers, slogans mocking others), as well as inappropriate, sexual, pornographic or any other content that may disrupt the physical or emotional well-being of any student or member of the community.	i. Fail to comply with the Policy for Teaching and Learning with ICT in the TES Community and national policies and in accordance with the specific provisions and policies of the different applications and social networks.	b. Undermining the good name of the school by actions or through any means of communications or technological means, affecting its image and reputation.	j. Generating, possessing or distributing material of a sexual or violent nature or related to illegal activities, including the possession or distribution of pornographic material.
19. Refrain from sharing explicit images or mentions, whether intentional or not, that affect the good name and well-being of any person, through any means of communications.	i. Fail to comply with the Policy for Teaching and Learning with ICT in the TES Community and national policies and in accordance with the specific provisions and policies of the different applications and social networks.	b. Undermining the good name of the school by actions or through any means of communications or technological means, affecting its image and reputation.	g. Inappropriate use of the institution's communication system, applications, social networks or ICT tools for acts of cyberbullying, intimidation, mockery, coercion, harassment, personal, physical, psychological or verbal aggression.

20. Refrain from entering, carrying, using, consuming, sharing, distributing, selling or encouraging the use of sharp weapons, firearms, explosive or poisonous objects, as well as devices designed to launch projectiles, such as rubber bands, bucklers, pellet guns, pellet pistols, trauma weapons, etc., or any other object or substance used for the purpose of causing harm that represents a danger to the physical integrity or threat to the life of the person carrying them or any member of the educational community.	(According to the text, no specific offence applies at this level)	(According to the text, no specific offence applies at this level)	h. Bringing, carrying or using sharp weapons or firearms or explosive or poisonous objects, or objects that, due to their chemical reaction, represent a danger to the physical integrity of any member of the educational community, or devices designed to launch projectiles such as rubber bands, bucklers, pellet guns, pellet pistols, etc., or any other object that threatens the life and physical integrity of others or of oneself.
21. Carry and use the student ID card in an appropriate manner and for the relevant purposes or circumstances in which it is required, this being a unique, personal and non-transferable document. If lost or damaged, please inform the year leader	a. Any breach of a school rule that does not harm the physical, emotional or psychological integrity of a member of the school community or of him/herself.	i. Fraud, plagiarism, collusion or any conduct that undermines honesty or integrity in any of the academic activities implemented by the institution. (See Annex 5: Academic Integrity Policy).	i. Cheating, forgery or impersonation.

and you will be required to cover the cost of replacement by paying the relevant fees at the school's Treasury office.			
22. Refrain from deceiving, impersonating and falsifying by any means, the identity of any person.	(According to the text, no specific offence applies at this level)	i. Fraud, plagiarism, collusion or any conduct that undermines honesty or integrity in any of the academic activities implemented by the institution. (See Annex 5: Academic Integrity Policy).	i. Cheating, forgery or impersonation.
23. Attend classes and actively participate in school activities, in accordance with the established timetables, calendar and protocols.	e. Being unpunctual in attending classes, assemblies or any activity programmed in the institution, as well as in not participating in evacuation or emergency drills organised by the Joint Committee for Health and Safety at Work (COPASST) or any institutional committee approved for this purpose. j. Remaining in school after school hours without justification.	g. Avoiding an academic or educational activity that the institution has scheduled, staying in other areas of the school without being authorised to do so by teachers or administrators or without being in the care of one of them.	(According to the text, no specific offence applies at this level)

24. Comply in a timely manner with the assigned tasks and evaluations, following the guidelines established for each of these. In the case of justified absences, the student will have three (3) working days to contact the corresponding teacher, to schedule the activities and/or evaluations carried out during his/her absence.	(According to the text, no specific offence applies at this level)	i. Fraud, plagiarism, collusion or any conduct that undermines honesty or integrity in any of the academic activities implemented by the institution. (See Annex 5: Academic Integrity Policy).	(According to the text, no specific offence applies at this level)
25. Use the libraries, laboratories, computer rooms, auditoriums, the coliseum, audiovisual rooms and other areas, taking into account the timetable and the guidelines established in the respective internal regulations, which are an integral part of this handbook.	c. Failure to abide by the specific rules of behaviour in the different areas of the institution such as the library, the school bus, the laboratory, the cafeteria, among others. j. Remaining in school after school hours without justification.	m. Failing to comply with the rules laid down for the school's various communal areas, and behaving in a manner that puts one's own safety or that of anyone else using these facilities at risk.	(According to the text, no specific offence applies at this level)
26. Participate in the different sporting, artistic, leadership and pedagogical outings and activities programmed by the school, in accordance with their abilities and	g. Absence from school before or after the official holiday period, without justification or permission from the school.	g. Avoiding an academic or educational activity that the institution has scheduled, staying in other areas of the school without being	(According to the text, no specific offence applies at this level)

interests, without prejudice to the fulfilment of the commitments acquired. Comply with the regulations and guidelines stipulated in each case and which complement this handbook.		authorised to do so by teachers or administrators or without being in the care of one of them.	
27. Refrain from bringing to school and using distracting objects that are not strictly necessary for school work, such as toys, electronic devices (mobile phones, smart watches, music players, headphones, tablets, computers, video games or similar) and others. The above applies to all school contexts such as buses, extracurricular activities, sports, school trips, among others.	h. Bringing to school and using distracting objects that are not strictly necessary for school work, such as toys, electronic devices (mobile phones, smart watches, music players, headphones, tablets, computers, video games or similar) and others. The above applies to all school contexts such as buses, extracurricular activities, sports, school trips, among others. This measure will apply to all students at the school, taking into account the exceptions to this duty, as set out in this handbook.	n. Carrying, using or keeping unauthorised electronic devices, particularly mobile phones, in contravention of institutional regulations on technology and the use of personal devices	m. Accessing or linking, by electronic means, to any type of website, app, organisation or entity that markets or displays content considered to be outside the Colombian legal system and, therefore, considered a criminal offence.

Article 110. Minor offences. Minor offences are those behaviours which may be committed in the daily life of the school in a minor, non-recurring matter and, on occasions, without negative intent, such as behaviour which affects or hinders the normal development of the school day or of any school activity, which disturbs the established routines and the conditions conducive to learning and in which there is evidence of a transgression of the rules, values and principles of the school. By way of example, the following may be mentioned, this being an enunciative and non-exhaustive list:

- a. Any breach of a school rule that does not harm the physical, emotional or psychological integrity of a member of the school community or of him/herself.
- b. Unintentional damage to the school environment.
- c. Failure to abide by the specific rules of behaviour in the different areas of the institution such as the library, the school bus, the laboratory, the cafeteria, among others.
- d. Wearing the uniform inappropriately, making combinations or including accessories and/or garments that are not part of it, are in poor condition or in disrepair, as well as not wearing the daily uniform during special scheduled activities.
- e. Being unpunctual in attending classes, assemblies or any activity programmed in the institution, as well as in not participating in evacuation or emergency drills organised by the Joint Committee for Health and Safety at Work (COPASST) or any institutional committee approved for this purpose.
- f. Consuming drinks and food in places other than those defined by the institution's rules for that purpose.
- g. Absence from school before or after the official holiday period, without justification or permission from the school.
- h. Bringing to school and using distracting objects that are not strictly necessary for school work, such as toys, electronic devices (mobile phones, smart watches, music players, headphones, tablets, computers, video games or similar) and others. The above applies to all school contexts such as buses, extracurricular activities, sports, school trips, among others. This measure will apply to all students at the school, taking into account the exceptions to this duty, as set out in this handbook.
- i. Fail to comply with the Policy for Teaching and Learning with ICT in the TES Community and national policies and in accordance with the specific provisions and policies of the different applications and social networks.
- j. Remaining in school after school hours without justification.

Article 111. Serious offences. Actions and/or omissions and, in general, behaviours that affect the academic and formative process of students and that contravene the rules and principles established by this handbook. Additionally, behaviour that affects the school's image (inside or outside the school) and behaviour that involves risk, damage or harm to students, teachers, educational support staff and other members of the school. It may also be considered a serious offence to commit two (2) or more minor offences. Some examples are listed below, by way of example and not limitation:

- a. Any breach of a rule or of the Community Handbook, which threatens the integrity of a member of the educational community or of oneself, intentionally or unintentionally, inside or outside the institution.
- b. Undermining the good name of the school by actions or through any means of communications or technological means, affecting its image and reputation.
- c. Covering up for or being an accomplice to other students who commit any serious offence or very serious offence.
- d. The use of profanity or expressions that offend, injure self-esteem or disrespect any member of the school community, in any spoken or written form.
- e. Behaving inappropriately depending on the context, place and people, affecting the development of activities and the fulfilment of the school's objectives.
- f. Manifestations of affection inappropriate for the context of an educational institution that educates students of different ages and at different stages of development.
- g. Avoiding an academic or educational activity that the institution has scheduled, staying in other areas of the school without being authorised to do so by teachers or administrators or without being in the care of one of them.
- h. Conducting and participating in unauthorised raffles, games of chance, sales or business within the institution.
- i. Generate shock or panic in the educational community.
- j. Leaving the school without prior authorisation.
- k. Unintentional damage to the material assets of members of the community, the school and the school environment.
- l. Fraud, plagiarism, collusion or any conduct that undermines honesty or integrity in any of the academic activities implemented by the institution. (See Annex 5: Academic Integrity Policy).
- m. Failing to comply with the rules laid down for the school's various communal areas, and behaving in a manner that puts one's own safety or that of anyone else using these facilities at risk.

- n. Carrying, using or keeping unauthorised electronic devices, particularly mobile phones, in contravention of institutional regulations on technology and the use of personal devices.

Article 112. Very serious offences. Actions and/or omissions and, in general, inappropriate behaviour that have consequences on the personal or moral integrity of classmates or other members of the school community; substantial violation of a student's human, sexual and reproductive rights; substantial acts of school violence; malicious, inappropriate, denigrating use of social networks; affecting the rights to privacy, good name and human dignity of others and any act that is considered a crime under Colombian law. Repetition or persistence in the history of serious offences are also very serious offences. By way of example, some situations are listed below:

- a. Any breach of a school rule that is considered an offence under current Colombian law.
- b. Presenting themselves at the school for ordinary or extraordinary activities programmed by the school, inside or outside its premises, under the influence of any psychoactive substance.
- c. Any act of bullying, sexting, grooming happy slapping, intimidation, teasing, coercion, personal, physical, psychological, verbal or digital aggression or any other form of online violence, against another person or member of the educational community through any form or medium.
- d. Engaging in verbal or written disrespect, intimidation, harassment, or physical, verbal or written aggression towards a member of the teaching or non-teaching staff, a parent or a student of the school, in any virtual or face-to-face setting.
- e. Acts of discrimination and exclusion on physical, sexual, religious, ideological or socio-economic grounds, whether they are students, teachers, staff or school staff.
- f. Any physical act, sexual, psychological or any other kind of abuse or violence that violates the sexual integrity of any member of the educational community.
- g. Inappropriate use of the institution's communication system, applications, social networks or ICT tools for acts of cyberbullying, intimidation, mockery, coercion, harassment, personal, physical, psychological or verbal aggression.
- h. Bringing, carrying or using sharp weapons or firearms or explosive or poisonous objects, or objects that, due to their chemical reaction, represent a danger to the physical integrity of any member of the educational community, or devices designed to launch projectiles such as rubber bands, bucklers, pellet guns, pellet pistols, etc., or any other object that threatens the life and physical integrity of others or of oneself.
- i. Cheating, forgery or impersonation.

- j. Generating, possessing or distributing material of a sexual or violent nature or related to illegal activities, including the possession or distribution of pornographic material.
- k. Theft, vandalism or deliberate and intentional damage to property or to any member of the community.
- l. Possessing, carrying, inducing, marketing, or consuming any item that threatens one's own health or that of any member of the educational community.
- m. Accessing or linking, by electronic means, to any type of website, app, organisation or entity that markets or displays content considered to be outside the Colombian legal system and, therefore, considered a criminal offence.

Paragraph. In cases where actions are considered criminal offences under Colombian law, the school shall notify the competent authorities.

Article 113. Analysis of offences. In the study of the offence and the imposition of the corrective educational action within the student's educational process, the measures adopted will be proportional to the acts or agreements violated and the following circumstances will be considered:

- 1. Good academic performance. The body investigating the occurrence of conduct, misconduct or situations subject to disciplinary action may take into account, if relevant, the student's good academic performance during their time at the institution.
- 2. Coexistence. The body that is investigating the occurrence of conduct, offences or situations subject to sanction may take into account, if relevant, the positive academic performance or the student's record of school Coexistence during his or her stay at the institution.
- 3. Acceptance of guilt. If the student and his/her family recognise their responsibility for the behaviour displayed, from the moment the disciplinary or coexistence process is initiated, the school may mitigate the disciplinary consequences and/or other measures, if it considers this to be fair.
- 4. Recidivism. If the reproached behaviour has occurred during the same school year or during previous years, the measures to correct the offence or situation may be increased.
- 5. Age and stage of development of the student.
- 6. Visibility and publicity. If the misconduct occurred within the framework of social networks, visible or public spaces of the educational community or outside it (with the use of the uniform), which may generate a negative precedent and/or affect the name or

image of the community, this criterion will be taken into account to increase the sanction and/or measures adopted.

7. Co-participation. The commission of the offence in co-participation with other student(s) will be considered as a more serious offence when imposing corrective educational action.
8. The commission of the offence to conceal a previous offence or to prepare, facilitate or execute another offence.
9. Avoiding responsibility or shifting it onto someone else.
10. The impact of the offence on one's own health and/or that of the educational community, on coexistence and/or well-being of the community.
11. Special conditions. In consideration of the physical, socio-emotional, family or psychological characteristics of the student.

CHAPTER III

Due process

Article 114. Due process. All students have the right to be guaranteed the due process established in this handbook and the possibility of appealing to the established higher instances, following the regular procedure, with respect and with the relevant confidentiality that guarantees the dignity of the student. Likewise, they have the right to a defence in all procedures in which they may be sanctioned, and must be heard in accordance with the regular channels established by the school. When a disciplinary and/or social action or omission is committed by one or more students that constitutes an offence, the following regular procedure must be followed to guarantee due process and to ensure respect for their fundamental rights.

Article 115. Preliminary stage of due process.

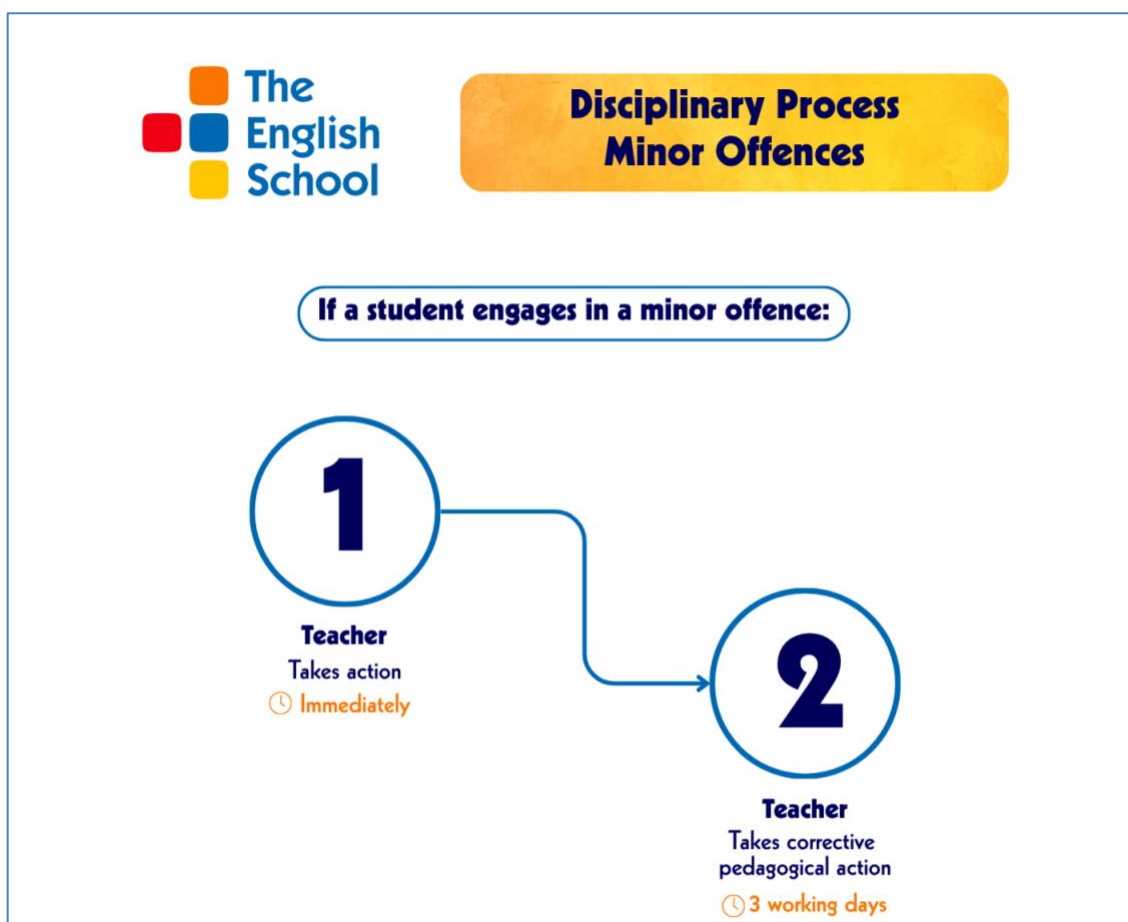
- a. When a member of the educational community of non-teaching staff learns of or witnesses the commission of a disciplinary and/or behavioural action or omission, he/she must inform his/her line manager, via email or the form established for this purpose, no later than the day after becoming aware of the situation. The line manager will inform the Area Coordinator, who in turn will inform the corresponding Section Coordinator.
- b. The Year Leader, the Section Coordinator or whoever has first-hand knowledge of the incident will listen to the student's account using the established reporting procedure. To ensure a clear and unprompted account, this will take place immediately on school

premises, without requiring the presence of the student's parents and/or guardians at this stage.

- c. When a member of the educational community of the teaching staff becomes aware of or witnesses the commission of a disciplinary and/or behavioural action or omission, the teacher must take immediate action to stop the action and inform the parents. In the event of a possible offence, the teacher will report the situation in writing to the Year Leader, Tutor or Mentor, no later than the third working day after becoming aware of the action or omission, as the case may be.

Article 116. Due process for minor offences. In the event that an action or omission constitutes a possible minor offence, the teacher who is aware of the fact, must analyse the situation, take immediate action and decide on the corrective educational action to be imposed, within three (3) working days of becoming aware of the situation. Parents will be informed by institutional email, copying the Tutor or Mentor, as appropriate.

Infographic on the due process of minor offences



Article 117. Due process for serious and very serious offences:

- a. In the case of a possible serious or very serious offence, the teacher must report it in writing to the Year Leader no later than the third working day following the date on which he/she became aware of the facts.
- b. Once the Year Leader has knowledge of the facts, he/she shall carry out the corresponding preliminary enquiry in order to establish what happened within five (05) working days. Once this has been done, he/she shall analyse the facts presented and may:
 - Close the process without the imposition of any corrective educational action and communicate to the family.
 - Once the preliminary investigation has been completed, the relevant Section Coordinator should be informed in writing of the alleged student misbehaviour, together with the facts and evidence available, so that he/she can analyse the situation and make any necessary decisions.
- c. Once the Section Coordinator is aware of the facts, he or she shall review the information provided by the Year Leader and conduct additional inquiries if necessary. Once this has been done, he or she shall analyse the facts presented and may:
 - I. Decide on the appropriate course of action, closing the process, taking the necessary measures and/or applying the corresponding corrective educational action, and informing parents or guardians by institutional email.
 - II. Convene the leadership team of the grade level to review the situation, taking into account the assessment criteria (Article 119), and recommend corrective, educational and/or restorative measures, or the initiation of formal proceedings.
 - III. The Section Coordinator must formally open the process, for which he/she must notify the parents and/or guardians by institutional email as soon as possible. In the notification, he/she must provide information about the facts, indicate the alleged offence committed (and whether it is serious or very serious), refer to the corresponding section in the Community Handbook, and provide any evidence that is available at the time (any means of proof is valid and the school must comply with the General Law on Habeas Data and the Code of Childhood and Adolescence insofar as sensitive information about minors is concerned), the possible corrective educational action(s) that may be

applied to the minor according to the Community Handbook and, likewise, indicate to the parents and/or guardians that they have three (3) working days, from the date of receipt of the institutional email, to exercise their right to defence, presenting their explanations and/or defence and attaching the evidence they consider appropriate.

- d. After three (3) days of the presentation, the Section Coordinator may report the incident to the Head of School-Rector, with a copy to the Director of the section to which the student belongs, describing the facts, presenting an analysis of them and providing information in his/her possession about them, as well as explanations and/or defence from the parents.
- e. Within ten (10) working days of becoming aware of the facts, the Head of School-Rector or his/her designee shall conduct a review of the facts, and may:
 - I. Close the process without the imposition of any corrective pedagogical action.
 - II. Decide on the corrective educational action to be applied and inform the parents or guardians by institutional e-mail or in accordance with the established for each corrective educational action; or
 - III. Convene the School Coexistence Committee and inform parents or guardians by email that these issues will be analysed by this body.
- f. If the School Coexistence Committee is convened, it will meet and recommend the imposition of corrective, formative and/or restorative educational actions.
- g. The recommendation made by the School Coexistence Committee may or may not be adopted by the Head of School-Rector, which must be informed to parents or guardians by means of a rector's resolution stating the decision. This decision must be issued within five (5) working days following the date on which the committee met, which may be extended depending on the complexity of the case. It shall be notified in accordance with the provisions of Article 118 of this handbook.

Paragraph 1. An appeal may be lodged against the corrective educational actions imposed in the disciplinary process, which must be lodged within three (3) working days following notification of the first instance decision and will be dealt with by the higher instance, guaranteeing the principle of double instance. This appeal must be lodged via institutional e-mail to the person who notified the decision being appealed, so that the instance that

imposed it verifies that it was presented within the established term. Once this has been verified, it will be sent to the higher instance for its competence.

Paragraph 2. Corrective educational actions shall not become effective until they are final, i.e. no further appeal is possible against them.

Paragraph 3. At all stages of disciplinary proceedings, data protection regulations must be complied with, especially those corresponding to minors, as these are of a sensitive nature, which enjoy constitutional protection and are subject to processing in their best interests and to guarantee their rights, in accordance with the provisions of Articles 13 and 17 of Statutory Law 1581 of 2021. In this sense, under no circumstances will personal and/or sensitive data of other members of the community be disclosed.

Paragraph 4. When the disciplinary offence includes actions framed in the protocols of comprehensive care for school coexistence and the exercise of human, sexual and reproductive rights and/or are considered crimes under Colombian law, the Section Coordinator or whoever is delegated, must report to the Head of School-Rector or whoever is delegated so that, within the times established in the protocols of comprehensive care, they proceed to activate them and notify the competent authorities.

Paragraph 5. In the event of emergency situations of any kind and/or measures decreed in general by the competent authorities for all educational institutions in the territory and/or in particular for the school, involving a change from face-to-face to non-face-to-face modality, the rules contained in this manual shall apply to the educational community and the procedures shall be adjusted to the circumstances that arise. For this reason, it cannot be argued that due process (e.g. summons to face-to-face meetings for non-face-to-face meetings, notifications, offences committed in virtual classrooms or in established virtual modality) is not complied with.

Infographic on due process for serious and very serious offences

For the educational community's understanding, the infographic on due process for serious and very serious offences should be consulted, as shown below:



Disciplinary Process Serious and very serious offences

If a student engages in serious/very serious offence:



CHAPTER IV**Corrective Educational Actions**

Article 118. Types of corrective educational actions. Bearing in mind the purpose of the due process indicated in this handbook, which is to accompany the student's educational, formative and corrective process, the bodies involved in a disciplinary process may, if necessary, impose educational corrective actions as a consequence of a breach of duty.

The pedagogical actions are listed below, noting that the enumeration of these actions does not mean that they must be applied in a staggered manner, given that each body has the capacity to analyse the facts and offences and, based on these, to define the corresponding corrective pedagogical action it considers necessary to impose. The relevant body is authorised to repeat the application of any of the educational measures listed in numbers 1 to 4, following an assessment of the situation, before proceeding to a more far-reaching measure:

1. Written reflection. The student must complete and sign a written reflection, which will be kept in their school record and will be enforced by any body involved in the process, in accordance with the guidelines of the corresponding section.
2. Supervised reflection activity. Any of the bodies involved in the process may apply this action, in accordance with due process and with the aim of favouring the integral education of the minor. The student may be summoned to a supervised reflection activity after the school day or at times considered appropriate for carrying out the pedagogical action. This activity will be notified by institutional email to the parents or guardians by the body that imposed the corrective educational action and will be kept in the student's school record. In the event that the student fails to attend, without just cause, the authority may resort to a written reprimand.
3. Written warning. Both the Year Leader and the Section Coordinator may apply this action, in accordance with due process, with corresponding notification, which will be informed via email to parents or guardians. A copy of this will remain in the student's school record.
4. Disciplinary commitment. This is a document by means of which the student accepts the commitment to improve his/her behaviour and to comply with all the duties of the Community Handbook. It may be imposed by the Section Coordinator or the Head of School-Rector, in accordance with due process, with the corresponding notification to the

parents or guardians and a copy of the same will be recorded in the student's school record. The length of time for which the student will be subject to the disciplinary commitment will be defined by the person imposing the disciplinary action, and may be up to one calendar year, which implies that it may be valid for the following school year.

To inform of the decision, parents and/or guardians will be asked to attend the school, where they will be presented with the disciplinary commitment, which must be signed by them and the student. If the student does not show up to sign the corrective educational action, it will be sent to the parents and/or guardians via institutional email.

5. Conditional enrolment. This is a corrective educational action imposed by the Head of School-Rector, after compliance with the established due process, and consists of the imposition of conditions during a determined period that the student must comply with, where his/her permanence in the institution will depend exclusively on his/her behaviour inside and outside the facilities, so he/she must maintain an impeccable behaviour demonstrating values and good manners, in accordance with that specified in this Community Handbook, under penalty of not renewing or cancelling the enrolment (his/her permanence in the school is cancelled). The length of time for which the student will have conditional enrolment will be defined by the Head of School-Rector, and may be up to one calendar year, which implies the possible validity of the same even for the following school year.

This measure shall be established on the occasion of the occurrence of behaviour involving serious and/or very serious offences.

The student will be requested to be present at the school in the company of the parents and/or guardians and the conditional enrolment will be presented to them. In the event that it is not possible to hold a meeting to notify the student, parents and/or guardians will be notified via the school's email with the rector's resolution.

Based on the reports received from the teachers and the student's performance, the Head of School-Rector will review compliance with the agreements established in this instance.

6. Non-renewal of enrolment at the end of the academic year. This is a corrective educational action imposed by the Head of School-Rector, following compliance with the established due process, and consists of allowing the student to finish their academic year at the school, without the possibility of renewing their enrolment contract for the

following school year, which will be accompanied by recommendations until the end of the school year.

This measure will be applied in the event of behaviour that constitutes serious and/or very serious misconduct, as well as for failure to comply with the conditions set out in the conditional enrolment.

The student will be asked to be present at the school with the parents and/or guardians and they will be informed of the decision. If it is not possible to hold the meeting within three (3) working days of the decision, the parents and/or guardians will be notified via institutional email with the sending of the rector's resolution.

7. Cancellation of enrolment. This is a corrective educational action imposed by the Head of School-Rector, following due process, and consists of early termination of the enrolment contract.

This measure will be determined by behaviours in which the following are incurred:

- a. Serious and/or very serious offences, which are of such a magnitude that the imposition of this corrective educational action is the most appropriate.
- b. Failure to comply with the conditions of conditional enrolment.
- c. Failure to comply with the year-end conditions by having a pedagogical corrective action of non-renewal of enrolment at the end of the academic year.

The student will be asked to be present at the school with the parents and/or guardians and they will be informed of the decision. In the event that it is not possible to hold the meeting within three (3) working days of the decision, parents and/or guardians will be notified via institutional email with the sending of the rector's resolution.

8. Failure to assist the Graduation Ceremony. For students in Grade 11 who commit a serious and/or very serious offence, an educational action of non-participation in the graduation ceremony may be imposed and the diploma will be handed to them at the school's Academic Secretary's office.

The student will be requested to be present at the school in the company of the parents and/or guardians and they will be informed of the decision. In the event that it is not

possible to hold the meeting within three (3) working days following the summons to communicate the decision, the parents and/or guardians will be notified via institutional email with the sending of the rector's resolution.

Paragraph 1. Students who have corrective educational measures in place may not be candidates or hold positions of leadership, representation in national and international sporting events, or any other activity on behalf of the school, such as Round Square, TESMUN, school trips and other types of activities, as well as student representatives to the Directive Council or Student Council, among others.

In the event that a student holding a position of student leadership or representation has one of these corrective educational actions imposed upon him/her, he/she will forfeit the position once the action becomes final. A copy of this action will be kept in the student's school record.

Article 119. The circumstances set out in Article 113 of this handbook, as well as the nature and seriousness of the offence, the alarm it causes in the academic community, the modalities of the conduct, the circumstances in which the offence occurs, the context in which the alleged offence was committed and the disciplinary record (in the school year in which the offence is imposed, as well as in previous school years), will be criteria for assessment by those involved in the disciplinary process to determine the corrective educational action to be imposed. The age and degree of psychological maturity of the student, the student's personal and family conditions, the prevention plans established by the school and the practical effects that the imposition of the sanction will have on the student's educational future will be taken into account.

Paragraph. Repeated instances of behaviour that have led to the imposition of conditional enrolment for two consecutive academic years may constitute grounds for the non-renewal of the enrolment contract for the following academic year, subject to a comprehensive assessment of the case by the competent authorities, whilst ensuring due process and the right to a fair hearing.

Article 120. Corrective educational actions may be accompanied by a request for intervention by the Student Well-being and Academic Support departments and/or referral to an external therapeutic process, from which periodic progress reports are expected to be shared with the school.

Article 121. The educational corrective actions provided for herein are applied without prejudice to other actions contained in processes and protocols to be followed by the school.

CHAPTER V

Special Procedures

Article 122. When events occur that substantially affect coexistence at school, substantially violate the human, sexual and reproductive rights of a student and/or are significant in terms of school violence (situations type I, II and III), the person in the educational community who becomes aware of these events must immediately notify the Head of School-Rector. This in order to follow the procedures outlined in this handbook and activate the Comprehensive Care Route for School Coexistence, in accordance with Law 1620 of 2013, Decree 1965 of 2013 or other regulations that modify or complement it, within a maximum of two (2) working days after becoming aware of the facts, with the support of the Student Well-being Department and take measures to mitigate them, as appropriate.

Article 123. In the case of offences related to the numbers below, the following special procedures shall be applied, without prejudice to the disciplinary process regulated above:

1. Through its teaching and security staff, the school is empowered to conduct periodic searches of school lockers, classrooms, personal belongings and/or vehicles, to prevent objects, items and/or substances that are inappropriate in a community and educational establishment from being brought into the institution, in accordance with current institutional policies and procedures.
2. Offences for carrying, consuming or selling alcoholic beverages and/or hallucinogenic substances, psychoactive and psychotropic drugs. The teacher, who presumes that the student is under the influence of any of the aforementioned substances, will follow the guidelines established in the protocols of the Comprehensive Care Route. If a member of the non-teaching community is the one who detects that the student is presumably under the influence of some of the substances mentioned, he/she will go to a teacher to carry out the respective accompaniment.
3. Offences for improper possession of toys, any type of electronic device (mobile phones, tablets, video games, smart watches, among others) or war toys, as previously established in this handbook. In the event that a student from Pre-Jardin to Grade 11 uses them in an

unauthorised space or for a purpose other than that permitted, the appropriate disciplinary procedure will be applied, as well as the confiscation of the object.

For students in Grades 4 to 10, this behaviour will be classified as a serious offence; consequently, the device will be held by the Security Area and parents or guardians will be summoned to agree to the corrective educational measures. However, if the student refuses to hand over the item, the situation will be reported immediately to the Year Leader to initiate the appropriate disciplinary process.

For students in Pre-Jardin, Jardin and Transition, the object will be given to them at the end of the day, sending it home with a note attached about the non-compliance with the rule. For students in Grades 1 to 4, the object will be given to the parents and/or guardians, making the appropriate record. This procedure may be adjusted by the Directors of Section, as circumstances arise in terms of attendance and/or alternation in the institution.

4. Offences due to sales. In addition to the corresponding corrective measure, the merchandise may be confiscated and subsequently handed over to the parents and/or guardians recording in meetings.
5. Special procedure for offences in the transport service. In the event of offences in the school transport service, the Transport Assistants will report them in writing to the Transport Coordinator, who will redirect them to Section Coordinator to which the student belongs. In addition to the corrective educational action that may be imposed, this may result in the suspension or termination of the transport service.

TITLE VII

COMMUNITY

CHAPTER I

Educational Community

Article 124. Admission to the student community. To become part of the educational community, it is necessary to go through an admission process, regulated in the Admissions Policy (POL-002), appendix 2 of this document. In this process, the institution considers various aspects of both the

candidate and the family. To participate in this process, the ages required for candidates, according to the grade level, as of 31 August, are as follows:

GRADE	AGE
Pre-Jardin	4 years old
Jardin	5 years old
Transition	6 years old

Paragraph. As a private institution exercising its autonomy, The English School reserves the right of admission and establishes the conditions of a student's permanence in the educational institution and the renewal of the enrolment contract.

Article 125. Admission process. The general process shall have the following stages for the Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP) and Career-related Programme (CP):

1. Online registration
2. Submission of the documents that apply according to the grade level
3. Review and study of documents
4. Interview with parents
5. Interview of applicants for Grades 1 to 11.
6. Academic examinations and tests for applicants for Grades 1 to 11.
7. Play Day for Pre-Jardin, Jardin and Transition applicants.

Article 126. Student status. For an applicant to acquire the status of student, it is necessary that:

1. The applicant and his/her family have been officially admitted by the school because they accept and consider valuable its educational proposal and the characteristics and conditions of the service that the institution offers them.
2. The applicant and his/her family know, accept and identify with the Institutional Educational Project.
3. The applicant and his/her family legalise the enrolment by accepting and signing the enrolment contract and the complementary documentation provided by the school.
4. The applicant and his/her family are responsible for the levelling of the areas or subjects, if necessary, as well as the assessments of the external professionals that are requested.

5. The applicant and his/her family meet the admission conditions defined in the current Admissions Policy of the institution.

Article 127. Loss of student status. A student loses his/her student status or will not have his/her enrolment contract renewed for the following school year, for any of the following reasons:

1. When the student fails to comply with the clauses of the enrolment contract agreed between the parents and/or guardians and the school, for the educational service offered by the institution.
2. When parents and/or guardians fail to comply with the obligations derived from the principles of diligence and co-responsibility.
3. When parents and/or guardians or students act against institutional principles and/or offend the good name of the institution or members of the educational community.
4. When he/she voluntarily withdraws from the institution. In this case, the family must inform the Academic Secretary and the Head of School-Rector in writing.
5. When so determined by the institution in application of corrective educational action, following disciplinary proceedings, in accordance with due process and the terms set out in this handbook.
6. When for the second time (consecutive or not), the student is not promoted to the next grade level, within the levels that belong to the same section of the school: Primary and Secondary.

Paragraph. In the circumstance referred to in paragraph four (4) of this article, if, after fifteen (15) calendar days, the family does not report the cause of the student's non-attendance to the school, the institution will assume this to be a de facto withdrawal and will proceed to take the necessary steps.

Article 128. Status of parents or guardians of the educational community. Parents or guardians are part of the educational community when their child or the minor they represent acquires the status of student and, in this sense, they undertake to comply with this handbook and acquire the rights and duties established in it.

Article 129. Status of staff of the educational community. Leaders, teachers and non-teaching staff are part of the educational community when they are linked to the Fundación Educativa de Inglaterra, by means of a contract for the provision of services or an employment contract signed with the legal representative of the foundation.

CHAPTER II**Means of Communication**

Article 130. Internal means of communication. These are those means that the institution has to inform the educational community, which are exclusively managed by the staff of the institution and with the support of specialised communication companies.

Article 131. Types of means of communication. The school has internal communication means of communication such as circulars, newspapers, magazines, web pages and special publications that are its property and whose management is in accordance with the values, philosophy and guiding statements of the school. Students, who wish to participate, will be subject to these guidelines and their coordination will be carried out by the person designated by the institution.

Article 132. Special means of communication. The school also has a set of special means of communication, which are generally focused on disseminating the characteristics of the educational offer of the institution.

The most common publications are: yearbook, school diaries, annual calendar, Sport News (weekly), Facebook, YouTube, LinkedIn, Instagram, circulars, text messages and internal stationery.

Article 133. Criteria for the use of the means of communication. The following criteria have been defined by the educational institution for the use of the means of communication:

1. In all communication, the ethical and moral principles defined by the institution shall prevail, which are aimed at respecting the ethical and moral integrity of individuals and their good name.
2. In all school communications, the principles of the good name and privacy of all persons, both members of the educational community and external to it, will be observed. These criteria are set out in the Data Processing Policies and Procedures Handbook (see Annex 6 of this handbook).
3. Whenever a publication is to be made in any of the institution's means of communication, it must be authorised and approved by the Head of School-Rector or the person designated by the institution for that purpose, according to protocol.
4. Each publication has its own guidelines and guidance, which is why they should be observed and applied at all times by those producing texts, articles or other materials.

5. With regard to the language in which these means of communication are used, the school's Language Policy will be complied with.
6. The institution's means of communication are designed to achieve the common good and to provide adequate and timely information to the different members and strata of the educational community, as well as to people outside the school who are interested in learning about the school's educational functions.
7. The institution's means of communication shall always be used for the appropriate and timely transmission of information concerning the educational community. At no time may they be used for private or personal purposes, even if they are produced by staff of the institution.
8. In the use of and interaction with these means of communication, all members of the educational community must observe and ensure compliance with the parameters established in internal policies, especially in the institution's Policy for Teaching and Learning with ICT in the TES Community (see Annex 4 of this handbook) and in the Data Processing Policies and Procedures Handbook (see Annex 6 of this handbook).

Paragraph 1. Under no circumstances may institutional means of communication be used to denigrate and/or publish information that offends or damages the good name of individuals or institutions.

Paragraph 2. Anyone who makes improper use of any of the means of communication available to the institution, depending on the status of the person doing so, may be subject to the disciplinary or administrative proceedings to which they are subject, as well as to the sanctions that their behaviour may entail.

CHAPTER III

Petitions, complaints, claims, suggestions and compliments

The Petitions, Complaints, Claims, Suggestions and Compliments system is a cornerstone of our continuous improvement and a key indicator of the quality of our educational services and extracurricular activities.

Article 134. Definition. The procedure for requests, complaints, claims, suggestions and congratulations is a tool that allows us as an institution to continue with continuous improvement and an indicator of the provision of our education and related services.

Article 135. Channel. The school will have a dedicated channel which will be informed to the community at the start of the school year.

The requests made will be dealt with in accordance with the Data Processing Policies and Procedures Handbook (see Annex 6 of this handbook), under the principles of confidentiality, responsibility and truthfulness.

All reports relating to the well-being or safety of members of the educational community, or alleged breaches of the Child Protection and Safety Policy, must be made exclusively via the Child Protection channel detailed in Chapter 3 of this handbook. To facilitate this process, the institution provides the following direct link to the reporting mailbox: [Child Protection Mailbox](#).

CHAPTER IV

Tuition and educational fees

Article 136. The school shall determine the enrolment procedure and dates for each school year. The places of students who do not enrol by the established dates may be reallocated to applicants who are on the waiting list.

Article 137. For a student to be enrolled for the following school year, he/she must be in good standing with the school in all respects.

Article 138. Educational fees are adjusted annually, in accordance with the provisions issued by the Secretary of Education for the regulated freedom regime tariff system, the regime in which the school is classified.

Article 139. Approval of fees. The tuition fees approved by the Directive Council for the 2026–2027 academic year have been authorised under Resolution 01-0033 of 3rd June 2026. This resolution provides for a 9.1% increase in the annual fee compared with the preceding year.

Article 140. Annual fees. The following are the annual fees payable in one registration and ten monthly payments, with an increase of 9,1% for Jardin to Grade 11 and the free assignable fee Pre-Jardin:

EDUCATIONAL FEES - FULL RATE (in COP)

Grade Level	Annual fee	Tuition/Enrolment (1 payment)	<i>Pensión</i> (10 monthly payments)
Pre-Jardin	\$ 60.977.099	\$ 6.097.710	\$ 5.487.939
Jardin	\$ 59.781.469	\$ 5.978.147	\$ 5.380.332
Transition	\$ 56.934.733	\$ 5.693.473	\$ 5.124.126
Grade 1	\$ 54.367.922	\$ 5.436.792	\$ 4.893.113
Grade 2	\$ 51.778.975	\$ 5.177.897	\$ 4.660.108
Grade 3	\$ 51.778.975	\$ 5.177.897	\$ 4.660.108
Grade 4	\$ 51.778.978	\$ 5.177.898	\$ 4.660.108
Grade 5	\$ 51.778.978	\$ 5.177.898	\$ 4.660.108
Grade 6	\$ 51.778.973	\$ 5.177.897	\$ 4.660.108
Grade 7	\$ 51.778.131	\$ 5.177.813	\$ 4.660.032
Grade 8	\$ 51.778.131	\$ 5.177.813	\$ 4.660.032
Grade 9	\$ 51.579.312	\$ 5.157.931	\$ 4.642.138
Grade 10	\$ 51.432.494	\$ 5.143.249	\$ 4.628.924
Grade 11	\$ 51.931.836	\$ 5.193.184	\$ 4.673.865

The educational fees listed are full fees, and different payment methods will be applied according to the option chosen by parents when their child joins the institution.

Article 141. Periodic fees. These apply to families who voluntarily take them out with the educational establishment. The fee is annual, payable in ten monthly payments.

Food Service	ANNUAL FEE (in COP)			
	Refreshing Beverage	Snack	Lunch	Refreshing Beverage + Snack + Lunch
Pre-Jardin, Jardin and Transition	\$ 1.875.270	\$ 3.763.810	\$ 5.700.873	\$ 11.339.953
Grades 1 to 5		\$ 3.763.810	\$ 5.700.873	\$ 9.464.683
Grades 6 to 9			\$ 6.620.788	\$ 6.620.788
Grades 10 and 11			\$ 6.620.788	\$ 6.620.788

For the school transport service, the maximum amount indicated in the second column of the following table, with a 9.1% increase, will be entered in the contract. However, the school will make a significant financial effort and will invoice the amounts listed in the third column on a monthly basis.

Transport Service	ANNUAL FEE (in COP)	ANNUAL FEE WITH DISCOUNT (in COP)
Transport in Bogotá – Round trip	\$ 10.301.083	\$ 7.986.807
Transport in Bogotá – One way	\$ 10.301.083	\$ 4.793.677
Transport outside of Bogotá – Round trip	\$ 10.301.083	\$ 8.975.537
Transport outside of Bogotá – One way	\$ 10.301.083	\$ 5.385.322
Transport 4:50 p.m. (not register for transport or One way)	\$ 2.819.230	
Transport 4:50 p.m. (Round trip)	\$ 2.114.420	

Transport tickets 4:50 p.m. (One trip)	\$ 30.540
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Article 142. Other periodical fees. These are additional services, other than enrolment, monthly payments (*pensión*), food and transport services, which families choose to pay for voluntarily.

OPTIONAL FEES	FEES INCREASING BY (in COP)
Graduation fees (Grade 11)	\$ 325.877
Academic transcripts	\$ 12.922
Diploma duplicate	\$ 72.879
Degree certificate duplicate	\$ 27.057
School ID card duplicate	\$ 36.415

Article 143. Other fees – Payments to third parties. Services provided by third parties are also subject to a 9.1% increase.

SERVICE	ANNUAL FEE
IBMYP International Examinations (Grade 9) (Deferred to 10 months)	USD 569
IBDP International Examinations (Grade 10) (Deferred to 10 months)	COP 1.531.350
IBDP International Examinations (Grade 11) (Deferred to 10 months)	COP 1.660.500
IBCP International Examinations (Grade 10) (Deferred to 10 months)	COP 765.675
IBCP International Examinations (Grade 11) (Deferred to 10 months)	COP 830.250
DELTA (Grades 8 to 11) (Deferred to 10 months)	COP 411.852
ISA-ACER (Grades 3, 5 and 8) (Deferred to 10 months)	USD 75
Convivencias	COP 152.622
Yearbook	COP 123.283
Calendar	COP 54.550
Graduation ceremony	COP 412.707
Pruebas Saber 11 mock exam	COP 145.661
SERVICE	FEE PER SESSION
Individual tutoring (per session)	COP 184.425
Semi-personalised tutoring (per session)	COP 140.962
Group tutoring 4-6 people (per session)	COP 105.721
Educational School Trips (Nationwide and abroad)	According to the destination, the activities and the operating company.

The international exam fee covers the cost of the exams; any taxes on payments made abroad will be paid by the school. For monthly instalments of fees in US dollars (USD), an exchange rate of COP4,150 will be applied, bearing in mind that these will be charged monthly with the school monthly payment (pension) rather than as a single payment.

Extracurricular activities will cost between COP927,350 and COP2,400,200 per semester, depending on the programme; these amounts do not include the transport service back home.

TITLE VIII

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Article 145. The following annexes constitute an integral part of this handbook and can be accessed on the Parents' Intranet by parents and on the IDC by staff members:

- Annex 1: Evaluation policy
- Annex 2: Admissions policy (IDC only)
- Annex 3: Child protection and safety policy
- Annex 4: Policy for Teaching and Learning with ICT in the TES Community
- Annex 5: Academic Integrity Policy
- Annex 6. Internal Data Processing Policy and Procedures Handbook
- Annex 7: Guidelines for expected behaviour in different areas of the school
- Annex 8: School environmental project
- Annex 9: Teachers' Statute (IDC only)
- Annex 10: Code of conduct for staff (IDC only)
- Annex 11: Directory of protocols for comprehensive care for school Coexistence and the exercise of sexual and reproductive human rights. Bogotá: Version 5.0
- Annex 12: Directory of authorities and entities
- Annex 13: Rules of Procedure of the Parents Council
- Annex 14: Health Care Area Protocol