



COLEGIO
COLOMBO
BRITÁNICO

We Unite Peoples and Cultures
Through Education



we are one

SCHOOL HANDBOOK 2023 - 2024

Note: This translation is made to aid in the comprehension, the Spanish version is that which is legally binding.

SCHOOL HANDBOOK

The School Handbook is a document that contains a set of criteria, norms, rights, duties, patterns of behaviour and clear definitions of procedures that contribute to harmonising the coexistence within the educational community, and to generate a positive climate for relationships between all members of the Colegio Colombo Británico.

This Handbook represents the ethical and moral values and the principles that guide the institutional practices; its main aim is to promote student learning in all aspects of his or her personal growth.

The purpose of this document is to contribute to the regulation of children and young people, offering them both limits and norms, as well as the necessary procedures to help them understand their responsibilities by assuming the consequences of their actions, and by teaching them ways in which they can use dialogue for conflict resolution. This information will ultimately guide the students into practices that will help them to move forward and to develop the International Baccalaureate student profile within the educational community of the Colegio Colombo Británico.

This handbook has been made collaboratively, with the participation of representatives from all areas of the Educational Community.

It is the responsibility of all members of the Educational Community to be familiar with the contents of this handbook.



**COLEGIO
COLOMBO
BRITÁNICO**

Unimos Pueblos y Culturas
a través de la Educación

This handbook is part of the COLEGIO COLOMBO BRITÁNICO'S INSTITUTIONAL EDUCATIONAL PROJECT,
EFFECTIVE JUNE 2023

This School handbook revokes any previous handbooks, and will be in force until a new school handbook is issued with the fulfilment of all legal requirements.

1. GUIDING STATEMENTS OF THE COLEGIO COLOMBO BRITÁNICO

The Colegio Colombo Británico is a non-profit, bilingual (Spanish-English) and multi-cultural, co-educational institution for students from 18 months of age. The School meets the national educational standards and the international levels of the Primary Years Programme, the Middle Years Programme and the Diploma Programme of the International Baccalaureate Organization (IBO).

The Educational Community includes students or learners, educators, students' parents or guardians, alumni, teaching directors, school administrators and CCB employees. Each person will participate in the design, execution and evaluation of the Institutional Educational Project, according to their level of competence, and in the smooth running of the educational establishment, under the terms of the law and the regulations of the School.

1.1 MISSION

We prepare minds and hearts to face the challenges of the future.

1.2 VISION

To be part of a community of members who transform and positively impact the fields they practise.

1.3 SLOGAN

“Gentes Moresque Docendo Iungimus” (included in Latin in the School's logo). We unite peoples and cultures together through education.

1.4 PROFILE OF THE LEARNING COMMUNITY

The fundamental objective of the programmes of the International Baccalaureate Organization (IBO) adopted by Colegio Colombo Británico is to train people with an international mindset who, aware of the condition that unites them as human beings and of the responsibility they share to look after the planet, contribute to creating a better and more peaceful world.

Members of the CCB educational community strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

(Taken from the International Baccalaureate Organisation document 'What is IB Education', published in June 2015)

1.5 ETHOS: Distinctiveness of the CCB Educational Community

Excellence

We understand excellence as empowering each student to reach his or her full potential in an integral way.

What do we do? We encourage students to take responsibility for their learning, reflecting on both their successes and difficult moments, in order to improve their performance, whatever field they are learning or engaging in.

High Quality Teaching and Learning

The mission of Colegio Colombo Británico (CCB) is to prepare minds and hearts to face the challenges of the future. The purpose of CCB is for students to develop international-mindedness and global citizenship through a bilingual education that will allow them to see the world from different perspectives while respecting diversity.

To achieve this purpose, CCB strives to foster balanced and well-rounded students who will become creative, life-long learners. We do this through inquiry and concept-based, inclusive teaching strategies which provide students with learning experiences that are flexible, collaborative, holistic and student-centred. By developing and strengthening their critical thinking, self-management and agency skills, our students take ownership of their own learning and seek knowledge and understanding beyond simply having “the answer”. Additionally, we encourage a social and environmental responsibility aimed at local and global transformation through the development of the key IB Learner Profile Attributes. These are holistically integrated into all aspects of the student’s CCB career: academics, arts, sports, and community service.

Throughout their learning process, they become lifelong learners as the School prepares them to face the challenges of the future. CCB students are exposed to significant learning and experiences in real contexts; these authentic experiences allow them to develop the skills to be critical, flexible, and reflective thinkers as they become authentic learners with voice, ownership, and choice

British Tradition

What do we do? The School reflects many aspects of British culture: we have ties with the United Kingdom and its representatives in Colombia; we conduct House activities; we offer students the opportunity to study in the United Kingdom in private schools and universities; and we celebrate aspects of British culture.

Integral Development:

What do we do? We promote a balance between intellectual, physical, spiritual, emotional, social and artistic development, as well as the appropriate use of free time.

Good Human Beings:

What do we do? We foster emotional, social, and moral development through the strengthening of values and positive behaviour. We regard healthy living habits, and caring for oneself and others, to be fundamental pillars for a good quality of life.

Culture of Well-being:

At CCB we understand that building a culture of Well-being for all members of the educational community is the basis for a high quality teaching and learning experience.

The purpose of our culture of well-being is to generate a school environment where personal relationships and learning processes promote and sustain positive effects on the physical, mental and social health of the members of the educational community.

The institution has a network of policies and programmes that support the safeguarding of students. Safeguarding includes protecting children from the risks of abuse and discrimination and promoting their welfare.

Part of this network is the inclusion policy (see PEI), the child protection policy (see child protection manual) and the School Handbook (see School Handbook numeral 3.5), which establish as

institutional policy the recognition and valuing of diversity, the search for equity, and a solid commitment to the prevention of discrimination in all its forms.

As an educational community, our mission favours the relationships that children and adolescents experience at school as the basis for building self-confidence and trust in their environment. We seek to empower members of the educational community to take an assertive stance on safeguarding concerns and promoting well-being.

This culture of well-being ultimately aims to prepare students to face the challenges of the future and to create a better and more peaceful world that values diversity.

A Catholic Vocation, with respect for other religions:

What do we do? We educate students in the values of the Catholic Church throughout their schooling, by offering religion classes, preparation for the sacraments of First Communion and Confirmation, and celebrating the most important events of the liturgical calendar of the Catholic Church with the whole CCB community. We educate students to appreciate and respect the input of community members who profess different religions and beliefs.

Global Citizenship

A global citizen is someone who explores and embraces the world around them. We recognize that nurturing an international mindset is a continuous learning process.

As a school that welcomes diversity, we practise and embrace universal values, the Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child. Through a deep understanding of their local context and in connection with global perspectives, we encourage our students to develop and live the attributes of the IB learning community profile and CCB's core values. Additionally, a global citizen demonstrates these qualities in virtual contexts through the application of digital citizenship skills.

Engaged in ongoing conceptual inquiry, our students develop skills and explore knowledge by considering and contrasting the ideas and beliefs of others, embracing difference and diversity to enrich their understanding of the world and its cultures. Through this process we want our students to find creative solutions to build a harmonious future for humanity.

Instrumental in this ongoing process are, an integrated and collaborative disposition of the whole community, a coherent curriculum that aims to build sustainable and peaceful societies, the assertive use of English as a second language and French as a third language, and a committed membership in international collaborative organisations, school networks and educational exchange programmes (Roundsquare, LAHC, VHS Learning).

Social and Environmental Responsibility:

What do we do? Members of the CCB Community engage in work and activities with communities in which they show solidarity and empathy.

We strive to protect the environment through curricular and extracurricular activities. We educate students to appreciate and respect the environment.

Bilingualism and other languages

What do we do? We promote and encourage the use of English and Spanish in the school context and support those who choose to learn other languages. We support the learning of French as a foreign language. We learn language, through language and about language.

Leadership and Collaborative Work:

What do we do? We carry out the training and education process encouraging collaborative work among members of the educational community. Students have the chance to develop leadership skills, understanding that collaborative work encompasses the possibility of assuming different roles.

Lifelong learners:

What do we do? We seek that the members of the educational community enjoy the learning process, so they long to learn for the rest of their lives. We engage students in learning activities to stimulate research, critical thinking, and action-driven initiative. We offer training plans for teachers and employees and organise workshops and conferences for parents.

1.6 VALUES

The fundamental values of the CCB are:

Respect: We recognize and accept differences in thinking, feeling, being or acting of others, without any distinction of religious beliefs and politics, ways of life, gender, ethnicity, sexual orientation, abilities; and social and professional status. The respectful person always acknowledges the right of others to be different. Respect is lived and manifested towards everything that surrounds people: others, the physical environment, material things, the environment. Respect is nurtured in interpersonal relationships, which opens the way to rational dialogue and serene confrontation of arguments, as well as the recognition that one can be wrong.

All members of our school community will be an example of prudence and respect, making wise decisions in everything they say, do and they think. In accordance with this principle, the School will not discriminate against anyone for the differences mentioned above in none of the school processes or in the use of the facilities or provision of services.

Honesty: Reflected in a constant commitment to truth and honesty in all acts of life. Honesty strengthens the credibility of individuals and allows the construction of environments in which respect and trust are the basis for interaction.

All members of our school community shall act in accordance with the principles and values of the School, having the strength to persevere and tell the truth even in difficult situations.

Academic honesty is one of the fundamental principles on which an academic community is built. (See- 3.6 Academic Honesty Policy and PEI, Annex 5, Policy of Academic Integrity)

Responsibility: It means being able to seriously assume and support all the acts of existence. Responsibility manifests itself in continuous and positive exercise of individual, social, civic, school, family and work, and in the permanent assessment of the results that can be derived from them. All members of our school community must choose the right path instead of the easy way, demonstrating perseverance, strength of will and self-discipline.

Solidarity: It supposes a clear awareness of the needs of others, not only in the economic field, - where the members of the community recognize social inequalities and commit to action to remedy them - but in a broader sense, identifying in others with whom success and failure are shared, as

well as the sense of a common goal.

All members of our school community will be supportive and value fairness, equality and show consideration for others within a context of peaceful coexistence in an international community.

The Headmaster will ensure the existence of programs that promote the appropriation of the fundamental values of the school; and adults from the CCB Community (first level administrative team, teachers, administrative and support staff; and parents) must demonstrate through their attitudes and behaviour respect and adherence to the fundamental values of the CCB.

To ensure that core values permeate the daily lives of students, the school will stimulate and create suitable spaces for the debate of ordinary cases and problems that put values at stake. It's a chore for all, directors, professors and students, to define the values and close the distances between what we say and what we do.

Tolerance: It's the attitude of the person who respects the opinions, ideas or attitudes of other people even if they do not coincide with their own.

Justice: Moral principle that inclines to act and judge respecting the truth and giving each other what is fair.

1.7 PHILOSOPHY

The Colegio Colombo Británico:

Grounds its philosophy on the CCB values and the attributes of the IB community profile.

- It recognizes, respects and appreciates cultural, religious, ethnic, intellectual, and social diversity.
- It develops moral, social and intellectual autonomy as an integrated process through meaningful learning.
- It creates the conditions necessary for students to reflect on how they learn.
- It stimulates investigative, critical and analytical thinking, and the development of creative capacity.
- It offers various scenarios for the identification and development of talents in students.
- It promotes healthy life habits and self-care as fundamental pillars for quality of life.
- It fosters a culture of caring in which the education, safety, and well-being of students and others are paramount.
- It collaborates together with the family and the community, in the mission to educate students.
- It is committed to the preservation and care of ecosystems belonging to the environment.
- It develops awareness of the condition that unites us as human beings to identify social problems and acts in favour of the solution, in a collaborative way.

1.8 COMMITMENT TO OBSERVANCE OF THE LAW

The School will carry out all its activities (educational, administrative and any other nature), with strict observance of all applicable Colombian laws, and will ensure that such commitment becomes an example for all the community.

The foregoing, without prejudice to exercising the resources and other rights that the Law Grants, in exercise of the constitutional right to due process and the right to defence.

The members of the educational community accept the rules established in the School Handbook, understanding that they must be complemented and interpreted in accordance with the dispositions established in:

- The Colombian Constitution
- Colombian National legislation
- The United Nations Convention on the Rights of the Child (Law 12 of 1991).
- The United Nations Universal Declaration of Human Rights

In addition, the members of the educational community abide by the rules established in the following CCB documents:

- Code of Ethics and Good Corporate Governance (link)
- The Child Protection Handbook (link)
- Biosafety Protocols (link)
- Internal Work Regulation (link)
- Individual Work Contracts

Copyright

In development of its commitment to the observance of the law, the School promotes the respect for copyright and intellectual property in general by all members of the community. For this purpose:

- It will obtain user licences for all computer programs (“software”) and other forms of intellectual property that are used.
- It will take the appropriate measures to prevent computer programs (software) and non-licensed files from being installed in the equipment of the school.
- Promote respect for intellectual property by all stakeholders and community members.
- Facilitate access to legal software for employees and students (through means such as information campaigns and subscription of special agreements with suppliers).
- Will not disseminate or use works of intellectual property in unauthorised ways.
- Will take appropriate measures to prevent and punish plagiarism and piracy by teachers, students and administrative staff. (see PEI Annex 5 and numeral 3.6 of the present School Handbook: Academic Honesty Policy)

2. RIGHTS AND DUTIES OF STUDENTS

Being part of an educational community, building healthy relationships with others and striving for academic success and personal excellence, requires each of us to behave consistently with the duties and rights listed below. In the event of a health emergency, the biosecurity rules laid down in this manual shall apply.

Every student has the:

2.1 RIGHT	2.2 DUTY
<p>_ To enjoy an environment that favours the learning and development of his or her abilities, benefiting from the differentiation strategies designed by their teachers.</p>	<p>_ To comply in a timely manner with their academic commitments and reinforcement, levelling and other activities planned for the improvement of his or her performance. _ Students must remain on campus; should they need to enter another section, they must have due authorization</p>
<p>_ To participate in learning experiences planned by qualified teachers, with the purpose of encouraging meaningful and lasting inquiry and learning.</p>	<p>_ To behave in a way that fosters a favourable environment for learning and the development of their potential by assuming his/her responsibility in the process. -Not hinder the process of other students.</p>
<p>_ To be accompanied by his or her teachers in the processes of human development and comprehensive education, typical of the school environment. _ To receive support and motivation from the school's staff for integral development.</p>	<p>_ To implement the recommendations suggested by the institution that help achieve integral development and fulfil their commitments. _ To participate actively in class.</p>
<p>_ To know the pedagogical program and what is expected of each student.</p>	<p>_ To know, understand and achieve academic goals.</p>
<p>_ To receive meaningful, constructive, and permanent feedback about the school process and the results of evaluation processes. _ To receive timely responses to the concerns and requests made. _ To know the institutional evaluation system of the students: criteria, procedures and instruments of evaluation and promotion from the beginning of the school year. _ To be evaluated objectively, in a timely and comprehensive manner, on all academic, personal and social aspects, in a continuous, progressive, varied and reliable way. _ That the student's self-assessment be recognized as an indispensable element for a thorough and fair evaluation. _ To take into consideration the teacher's advice that will help support and enhance his or her learning.</p>	<p>_ To constantly reflect on his or her school process and to identify strengths and opportunities. _ To comply with the academic and coexistence commitments as defined by the school. _ Comply with the recommendations made and the commitments undertaken. _ To demonstrate academic integrity</p>
<p>_ To acknowledge his or her achievements and receive the stimuli that the school awards</p>	<p>_ To inform his or her teachers about extracurricular achievements.</p>
<p>_ To express and propose initiatives and suggestions through the Student Council for the common good.</p>	<p>_ To be responsible in the fulfilment of commitments acquired with his or her peers and with the institution.</p>
<p>_ To be informed of behavioural commitments</p>	<p>_ To know and comply with the School and the</p>

and their disciplinary consequences and due process in disciplinary proceedings, published in the school handbook (Manual de Convivencia).	classroom rules and behave in accordance with what is established in the School Handbook, both inside and outside the school, assuming the consequences of his or her own actions.
_ To exercise the right to petition.	_ To follow the appropriate communication channels as set for each section.
_ To be respected in the ethnic, religious, ideological and gender differences by the members of the community. _ To exercise respectful and timely free expression.	_ To respect the differences and rights of all the community members and to not discriminate. _ To respect the ideas of others, taking into account different points of view.
_ To use CCB facilities and assets for the benefit of learning	_ To take care of the physical and environmental resources of the school as stipulated in this handbook and to be accountable for the damages caused.
_ To receive support from professionals in charge of the student's welfare at the school.	_ To pursue the welfare of CCB community members.
_ Participate in extracurricular activities of the CCB with the condition of being up to date with their academic commitments.	Comply with the norms established for extracurricular activities.
_ Know the biosafety protocols issued by the School. _ Have a space that is conducive to learning, which complies with all biosafety standards _ That all members of the educational community follow the biosafety protocols.	Comply with biosafety protocols, especially: -Carry and use the biosafety kit (mask, antibacterial gel, towel, mask bag) correctly during the journey and stay at the School - Frequent and adequate hand hygiene - Maintain physical distancing (2m. During your stay) - When coughing or sneezing, do so by covering the mouth and nose with the inner fold of the elbow or with disposable tissue which must be discarded immediately. - Report symptoms associated with Covid. -Report confirmed positive cases - Report close contacts with suspected or confirmed positive cases. - Report international trips and their date of return to the country. - Not attending in person in case of: a) Present symptoms or if any member of the family nucleus has symptoms associated with Covid-19 b) Be a positive case for Covid-19. c) Be in close contact to a positive or suspicious case. d) Being an asymptomatic close contact of a suspected or confirmed case but with an incomplete schedule or unvaccinated against Covid-19. e) Returning from international travel with a complete vaccination schedule and presenting symptoms associated with Covid-19 (up to 7 days isolation) or having a negative antigen or PCR test taken 72 hours after arrival in the country.

	<p>f) Returning from international travel and not being vaccinated or having an incomplete Covid-19 vaccination schedule (until 7 days isolation or having a negative antigen or PCR test taken after 72 hours of arrival in the country).</p> <p>The Headmaster may make modifications to the Biosecurity Protocols in accordance with changes in national and local legislation. Once the modifications have been adopted, the Headmaster will inform the educational community by circular letter. The changes will come into effect on the day indicated in the Headmaster's circular.</p>
<p>Study at home during remote education periods or during periods of quarantine because of being a positive case or being in contact with a confirmed positive Covid case, with the help of technology.</p>	<p>When they are learning at home with the help of ICTs, follow all the recommendations made by the school (punctuality, be ready, the camera on and the microphone off until the teacher indicates otherwise, the appropriate use of chat, having the necessary materials for all classes)</p> <p>Students must have an appropriate electronic device (tablet or laptop, not cell phone) in order to participate in education with the support of ICT</p> <p>Students must have an internet service that allows them to connect with all their classes</p> <p>Students must have the applications used by the school on their electronic devices.</p>

3. BASIC BEHAVIOUR GUIDE

The members of the educational community should be willing to conduct themselves in accordance with the rules established in the School Handbook, which are based on the following guidelines:

3.1 COMMUNICATION

The educational community must maintain clear communication channels. All members of the educational community are responsible for using institutional channels when they have any concerns, and for responding in an agile and courteous manner. We must all contribute to improving communication, through effective listening.

3.1.1 PRINCIPLES

Adults are the role models for children therefore, the way we deal with conflictive situations contribute to lifelong learning experiences for them. By showing respect and consideration for the school, the people who work in it, parents and students, we are conveying a clear message that will have significant meaning for their future interactions in and out of the school.

It is important that the School has the possibility of a prompt response to parents' concerns, before they turn into rumours that are sometimes unfounded or require further attention.

It is important that we all contribute to strengthening our sense of belonging within our community.

In our formal and informal communications, we all commit to:

- 1) Taking care of the image and the good name of our institution.
- 2) Being cautious with the messages and publications that are sent, including what is published in the official and social Whatsapp chats, as well as in social media.
- 3) Treating all members of the educational community with respect and cordiality, making sure that all our comments are respectful and constructive.
- 4) Following the appropriate channels in each situation that may arise.
- 5) Avoiding the promotion or validation of discriminatory social interactions (numeral 3.6.1).
- 6) Avoiding comments on politics, religion, racial or sexual discrimination.

3.1.2 APPROPRIATE SCHOOL COMPLAINT PROCEDURES

The Appropriate School Complaint Procedure for Students: The Appropriate communication channels that students should follow to raise their concerns, complaints or claims is as follows:

Early Childhood: Teacher, Psychologists, Grade Coordinator, Deputy Head, Head of Section, Headmaster, Directive Council (if necessary).

Primary: Teacher, Head of Section or Assistant, Headmaster, Directive Council (if necessary).

Secondary: Teacher, Grade Coordinator (if applicable), Head of Section or Assistant, Headmaster, Directive Council (if necessary).

Extracurricular Activities: Teacher, Extracurricular Activity Coordinator or his Assistant, Head of Sport, Headmaster, Directive Council (if necessary).

Students may request support from the Head Boy or Head Girl in the formulation of concerns, complaints or claims that relate to their rights or duties. It is the responsibility of each of the directives to ensure the strict compliance with the appropriate channels.

The Appropriate School Complaint Procedure for Parents: Parents should follow the regular procedure to make their concerns, complaints or claims as follows: Request an appointment through Phidias, the institutional mail or the section secretaries, bearing in mind that the educators have timetables assigned for this purpose, with the intention of not interrupting the pedagogical processes.

Under no circumstances should parents come and interrupt the development of school or work activities. Nor should they approach them informally, through unofficial channels, or in corridors, cafeteria or green areas. At all times, parents should behave with due respect. Minutes should be kept of the meeting.

The appropriate channels that parents should follow to raise their concerns, queries or complaints are:

- Teacher.
- Head of Section, Deputy Head, Extracurricular Activities Coordinator or Director of Sport in the cases where the parent considers that his or her concern or complaint has not been addressed according to their satisfaction with the teacher.
- The Head of Section, Extracurricular Activities Coordinator or Director of Sport will take the case to the Headmaster in the event they consider it to be relevant.
- The Headmaster, if pertinent, will take the complaints to the corresponding meeting where the School's governing body will take it into consideration. It will be the responsibility of the Headmaster to inform the persons involved about the decisions that have been made in the different instances with the school's governing body.

The Head of Section, Deputy Head, Extracurricular Activities Coordinator, Director of Sport or the Headmaster will request a copy of the written statements and points discussed previous to the meeting. In the case where the parents consider they should not meet previously with the teacher involved, they must write an email stating their reasons for bypassing the procedure.

In accordance with the Law of Disconnection from Work (Law 2191 of 2022), unless it is a situation of unforeseen circumstances or force majeure, parents will refrain from contacting CCB employees outside working hours (7:20 am to 3:50 pm from Monday to Friday). The only exceptions are the Extracurricular and Transport team who work until 5 pm Monday to Friday and Saturdays from 9 am to 12 noon.

In the event that parents do not receive an initial response within 5 working days, they may submit a request to the office of the Headmaster. In the event that they do not receive a response within 5 working days, they may petition the Directive Council.

Recriminatory intervention in the school, especially by a parent in a conflict situation with a student who is not their child, is explicitly forbidden (see section 8.2 Parental Duties section 5).

Appropriate School Complaint Procedure for Teachers: The complaint procedure that teachers must follow to formulate their concerns, complaints or claims is:

- In the event of a situation between 2 teachers, it would be convenient for the teachers involved to try to solve the issue between themselves first and arrive at an agreement based on an analysis of the situation. They may seek the support of an area or grade coordinator.

-In case of failure to reach an agreement or non-compliance with previous agreements, they should seek the support of the Deputy Head or Head of Section.

-The Head of Section will take the case to the Headmaster if deemed appropriate.

-The Headmaster, if appropriate, will bring it to the consideration of the respective School Governance body. It will be the responsibility of the Headmaster to inform the appropriate person of the decisions taken at the different levels of School Governance.

3.1.3 MEANS OF COMMUNICATION

The media used as means of communication are visual and written. These include the school's website, social Networks (Facebook, Twitter, YouTube and Instagram), emails, GSuite for Education applications such as Google Classroom, the academic management system (Phidias), Toddle, calls, billboards and meetings both virtual or in-person.

The Whatsapp messaging service can be used between section teachers only for urgent, last-minute logistical matters.

The school is very much aware of the care we must have for our planet; therefore, we have a policy that prioritises digital media as means of communication. Members of the educational community are responsible for keeping their contact information up-to-date, making sure that their addresses, phone numbers, emails, are updated in Phidias. It is necessary for all members of the educational community to check their emails daily and the website weekly, and other means of communication established by the section such as the weekly digital newsletter, in order to receive important information in a timely manner. In the event that you wish to change your contact information, please contact the Rector's Office (Tel: 6025555304 - rectoria@ccbcali.edu.co) if you are a parent, or Human Resources if you are an employee (Tel: 6025555386 - rrhh@ccbcali.edu.co).

3.1.3.1 Early Childhood: The daily means of communication between teachers and parents in the Early Childhood section is electronic, through Toddle or Phidias. Remote meetings will be through Zoom or Google Meet.

Toddle: In Toddle Early Childhood teachers publish bulletins, periodic news, information on trans-disciplinary units, projects, class / grade / section news, practical notices, photographs of children's daily activities, and academic information of general interest for parents, that keep them informed of the events in the school's daily life and routine.

Information on homework: At the parents' orientation meeting, parents are informed about the use of the Section's learning management tool: Toddle, as it also publishes weekly work agendas, homework assignments, and activities that teachers propose for children to work on independently. Extension and deepening activities are also published for use by children who need additional exposure or development of some learning.

Information on Student's Progress: Information on student progress: In Early Childhood Toddle is also used to publish Fostering Notes, Progress Reports, and End of Term Reports.

3.1.3.2. Primary: Emails, the Phidias academic management system, Toddle and Google Classroom are the means of communication used between parents and teachers. It is always preferable to have face-to-face meetings with parents. In cases where this is not possible, the meeting can be held virtually. Virtual meetings will be via Zoom or Google meet.

3.1.3.3 Secondary: Official communication will be essentially through institutional emails, the Academic Management System (Phidias), the official Whatsapp of each grade of the school, or Google Classroom. Virtual and/or face-to-face appointments (via Zoom or Google Meet) can be requested through Phidias.

In addition, virtual meetings, newsletters and videos are generated. Teachers will post assignments on Google Classroom, which will be accessible to students and parents. Finally, Secondary students will be able to find out through Toddle the planning of the units and consult in Destiny everything concerning the academic resources available in the school libraries.

3.1.3.4 Communications between parents and other areas of the School are:

- Transportation: transporte@ccbcali.edu.co
- Treasury: tesoreria@ccbcali.edu.co
- Cafetería: mercadeo@dcafe.com.co; gorozco@dcafe.com.co; 6025555333
- Dirección administrativa: admin@ccbcali.edu.co 6025555307

3.1.3.5 Extracurricular Activities: Means of communication between teachers and parents are the academic management system, Phidias, and emails.

3.1.3.6 Academic management system: The academic management system is the tool that allows to manage communication between parents, students and teachers of all sections of the school. In addition, it allows the control of attendance, the entry of grades, the generation of reports, disciplinary and academic follow-up, etc. As of the academic year 2019-2020, the school's academic management tool is Phidias. For the EC section this system is included in Toddle.

3.1.3.7 E-mail: Institutional email allows for personalised, two-way communication between parents and teachers or the psychology team, to address issues of individual concern to each child and family. This is also an appropriate means of communicating with the Head of Section and Section Assistant. The deadline for replying to parents' emails is 3 working days.

3.1.3.8 Electronic Bulletins: The School issues the following electronic bulletins: Headmaster's Letter, CCB News, College Counselling News, Alumni Association Newsletter.

3.1.3.9 Communication Channels: The communication channels that can be used to publish news from the school are: email, newsletters, Toddle, the academic management system Phidias, web page, social media, institutional billboards, digital screens (Administration and Cafeteria), circulars, Headmaster's Letter, meetings (collective or individual) and assemblies.

Parent's Council Chat

A) An official chat is created each year as an additional means of communication that includes the Head of Section, the Deputy Head, the parent representatives and their alternates of each grade, with the objective of having a more effective communication. (in Early Childhood, Primary & Secondary).

B) An official informative one-way chat of the Parent Council to which parents of the entire grade are invited. This chat will be administered by the parent representatives and their alternates and monitored by the Representatives of each grade.

The topics discussed should be relevant to an official chat for parents of the school. The person who uses it inappropriately may be removed from the chat for a period of time that will be defined by the Parents Council.

- The chats should not be used as a substitute for the official channels of the School.
- Parents may not publish photos of students in the official chats.
- Parents may not publish information that goes against the good image of the school, the members of the educational community or any person in the official chats

In order to strengthen the ties between the members of our community through the appropriate use of communication channels, we invite all members of the educational community to send news, information, photos and videos about different activities of interest to comunicaciones.ccb@ccbcali.edu.co, who will proceed to include them in the different communication channels of the school, with the prior approval of the Headmaster's Office or his delegate.

3.1.4 CONFIDENTIALITY

All members of the educational community have the right to privacy in their communications. This right is limited by the need to share information with those who need it. Teachers, psychologists, parents, students, administrators, share the duty of confidentiality. Members of the educational community must notify parents and Section Heads or the Headmaster's Office when they are aware of situations that may affect health and safety or that may harm any individual. In these situations, community members should provide relevant information to educational authorities and/or parents. When defining disciplinary action or restorative processes, the school will not provide information to parents or students about the consequences and penalties applied to other members of the community. The aforementioned is in accordance with the Child Protection Policy.

3.1.5 TRUTHFULNESS

All members of the community share a duty to ensure truthfulness in all communications. Reproducing information without confirmation is unethical and should be avoided. The way to guarantee accurate information is to communicate directly with the individuals involved. We must support clear communications by sharing our observations in a respectful way. Active listening is another essential element for assertive communication. Talking to people who are not directly involved in a situation is inappropriate and does not promote trust in our community.

3.2 ACCEPTABLE USE OF TIC POLICY

All members of the CCB community must comply with the policies established in this handbook, which were conceived to help guarantee an acceptable and responsible use of Information and Communication Technologies in the institution.

3.2.1 GOOD USE OF INTERNET AND EMAIL POLICIES

All members of the educational community and visitors may use the wireless internet connection through the CCB WIFI network and must ensure its use as an institutional tool, for the purposes of academic and work activities entrusted by the school, abiding and respecting the current policies, related to their use.

For security reasons, the Colegio Colombo Británico restricts the use of network services other than those required for browsing (VPN, FTP, P2P, Telnet, etc.) in addition, by rationing the consumption of bandwidth and to guarantee good operation of the network infrastructure, access to websites defined by the ICT area is restricted, such as high demand websites, streaming, social networks, TV, radio, music and others that significantly affect the proper functioning of the network and are not related to work or academic activities. Therefore, the use of software or hardware that may violate the aforementioned restrictions and endanger the computer security of the school and that of the community in general is prohibited.

Accepting what is established in the Labour Code, article 60 numeral 8, the institutional email account is a work tool. This tool is provided by the CCB to its workers to facilitate communication between community members and interested third parties; must be used in a responsible, adequate and rational way for the purposes and interests of the Institution, respecting the principles of confidentiality, privacy, authenticity and freedom of expression. For this reason, the Colegio Colombo Británico reserves the right to monitor and inspect the content of institutional email accounts assigned to workers, when there are reasons that justify it.

The institutional email account assigned is individual and non-transferable, therefore, no person under any circumstances should use an email account that has not been explicitly assigned. When a member of the community ends their link with the school, the institutional email account will be deactivated on the date of termination of said link. Seniors will be able to keep their email account for

a maximum of 6 months after graduation.

The rules of Online Etiquette apply to all members of the Educational Community.

<https://drive.google.com/file/d/1YernvMlw1LBbUggOvtplx8M795FZIP0/view?usp=sharing>

Essential Agreements on the Internet and Chats: The members of the CCB educational community will use social media responsibly, refraining from disclosing through them written or graphic information that could jeopardise the security, integrity or good name of the school, its members, or any person.

We will use Tics respecting others, respecting myself and making myself respected. In the Internet & Chats community we will apply the same rules of courtesy that we use daily with our colleagues and friends.

We will contribute positively as members of the CCB community, knowing and promoting its principles, philosophy, pedagogical model and regulations.

There are some specific rules to keep in mind when using ICTs:

- Write a relevant title in the subject box (email).
- Use clear language and adhere to spelling and grammar rules.
- Avoid the use of capital letters, underlined, bold, red in an extended way in your messages unless it is necessary; in the electronic code it is equivalent to raising the voice.
- Do not send mass messages to people you do not know or who have not requested your information.
- Reply only to messages that have been sent to you directly.
- Respect intellectual property and licences.
- Do not use academic networks to market, advertise, market or sell products.
- Refrain from sending chains of communication of any kind.
- Guide communication under principles such as: "If there is something you cannot say face to face, do not write it down." "What is uploaded to the network never disappears."
- Do not use false identities or impersonate that of other (s) .
- Protect your personal integrity and safety and that of others.
- Be responsible with your privacy and that of others.

3.2.2 GOOD USE OF SOFTWARE POLICIES

All members of the community must ensure compliance with the legal requirements for software licensing and copyright. For this reason, the modification of the configuration parameters established for the CCB's technological devices and network devices will only be executed by the ICT department.

The ICT department has established a standard for the installation of applications and configurations that guarantee the proper functioning of technological devices to support academic and work activities. For this reason, community members should not uninstall, modify or install applications / programs without the prior authorization and assistance of the ICT department staff. Staff will be authorised to make updates to authorised programs.

3.2.3 POLICIES FOR GOOD USE OF HARDWARE

The technological devices provided by the CCB to the community are exclusively for the development of activities related to the school. For this reason, these resources must be used properly and efficiently, only by personnel who are authorized to do so. In addition, it is the duty of all staff to notify the ICT department of any eventuality that occurs on said equipment.

The ICT department is the only department authorised to move and assign the school's technological devices. Community members must ensure the care and proper use of these, and must not physically modify or dispose of peripherals or technological devices without the prior authorization and assistance of the ICT department staff, even when they are responsible for the device. Each time a

member of the community ends their link with the CCB, they must return the technological devices that they are in charge of to the ICT area, who will determine the acceptance of this delivery.

3.2.4 ICT SECURITY POLICIES

All members of the educational community and visitors who access the wireless network and technological devices must commit to their proper use, in order to guarantee the protection of unauthorised disclosure or modification of institutional information.

No one is allowed to disseminate confidential information of the school externally, or to electronically transfer software programs licensed by the school to third parties without proper authorization. These infractions may give rise to administrative or criminal sanctions in the event of a violation of laws or copyrights and protection of intellectual property. Users should only download attachments from known sources, visit secure websites, and not promote unofficial communications to avoid electronic contamination and the spread of fake news amongst the community. Users must not copy or reproduce files, articles, images, songs, works, programs etc. protected by copyright.

It is forbidden to carry out actions aimed at infiltrating, damaging or attacking the school's computer security through physical or electronic means, unless these intrusion attempts are duly authorised in order to find security flaws in the related system and only with the authorization and direct supervision of the Head of ICT. Likewise, the installation of any service or device that directly intervenes on corporate communications and data is not allowed.

All members of the educational community and visitors who access the wireless network and technological devices of the school are obliged to continue protecting the information through compliance with security policies, during and even after terminating their link with the school.

3.2.5 Regulatory compliance policies

All members of the community must ensure compliance with the legal and regulatory requirements established by the national government and to which the CCB is directly or indirectly subject, and with the institutional policies established in this School Handbook, the PEI and the Staff Handbook.

3.3 PRESERVATION OF THE SCHOOL ENVIRONMENT

Conscious of the importance of protecting and preserving the environment for us and future generations, our institution has defined and implemented the following principles:

1. To declare environmental sustainability as an everyday practice, through the rational use of natural resources.
2. To provide the best possible training in knowledge, respect, care and protection of the environment.
3. Implement good environmental practices to minimise possible negative effects on the environment.
4. Continuously improve the environmental performance of the institution.
5. Promote the culture of the 6'Rs, in each of the stages of education.
6. Ensure compliance with all environmental regulations applicable to the institution.

3.3.1 INTEGRATED SOLID WASTE MANAGEMENT PLAN (PGIRS)

All members of the CCB Educational Community must contribute to the separation of solid waste at the source by using the ecological points provided in the offices, classrooms, auditoriums, cafeterias, green areas, etc.

The ecological points are colour-coded according to the Ministry of the Environment, issued by Resolution 2184 of 2019.

White bin: recyclable waste: plastic, metals, cardboard, glass, paper.

Green bins: usable organic waste; fruit waste, fruit peels, dry leaves, sweeping waste.

Black bin: non-usable waste; food scraps, toilet paper, napkins, paper towels, paper waste. toilet paper, napkins, food-contaminated paper and cardboard, metallised paper, face masks.

3.4 ENVIRONMENT FREE OF TOBACCO, ALCOHOL, DRUGS AND PROHIBITED SUBSTANCES

The CCB is committed to creating a tobacco, drug and alcohol-free environment for the educational community.

Possession, distribution (supplying or selling), or consumption or being under the influence of alcoholic beverages, drugs or substances that alter states of consciousness or psychoactive substances (not medicated), traditional cigarette, electric cigarette (vaporizer or vape pen) or "narghiles" is not allowed in the premises of the School, on buses, or in any of the activities organized, promoted, and/or sponsored by the School in which members of the educational community participate. They are also not allowed on the outskirts of the school either.

When the School suspects that a student is under the influence of psychoactive substances and / or alcohol on the school premises, the Headmaster will give the student the opportunity to provide a sample, under medical supervision.

It is not permitted to possess, distribute or consume energy drinks containing caffeine in combination with other ingredients such as taurine, guarana and vitamin B. These drinks include Red bull, Monster or Vive 100. It applies to any of the activities organised, promoted, and/or sponsored by the School, in which members of the educational community participate.

Note: As a basic rule of urbanity, respect for others and personal safety, the consumption of chewing gum is not authorised in the School's facilities or on buses.

3.5 COEXISTENCE

According to the guidelines of the Ministry of Education:

"School life can be understood as the action of living in the company of other people in the school context and in a peaceful and harmonious way. It refers to the set of relationships that occur between people who are part of the educational community, who should focus on achieving the educational objectives and their integral development.

School coexistence summarises the ideal of life in common among people who are part of the educational community, parting from the desire to live together in a viable and desirable way despite the diversity of origins (Mockus, 2002). Likewise, this is related to building and abiding standards; To have mechanisms of social self-regulation and systems that ensure compliance; Respect the differences; Learn to celebrate, fulfil and repair agreements, and build relationships of trust among

people in the educational community (Mockus, 2003).

However, learning to live together is a process that must be integrated and cultivated daily in all school settings (Pérez-Juste, 2007). Therefore, democratic learning environments should be favoured where participation and identity building based on differences are central.

This is how the positive school climate is not improvised, it is instead built with the voice of students, teachers, teachers with orientation duties, administrative staff, families and teaching directives.

These learning processes must take into account that coexistence does not imply the absence of conflicts. In all social groups this type of situations can be present due to the diverse points of view and multiple interests; Differences that can promote transformation and change.

It is necessary to use these conflicts as opportunities for all those people who make up the educational community to use dialogue as an option to transform relationships; Critical thinking as a mechanism for understanding what happens; The ability to put oneself in someone else's shoes and even to feel what they are experiencing (empathy) as an opportunity to recognize one self, and the agreement as a tool to save the differences (Ruiz-Silva & Chaux, 2005).

In this way, the problem does not lie in the conflict itself, but in its inadequate management. In this case, it is necessary for the school to have concerted actions for its management, which becomes a challenge for the educational community to develop strategies that allow them to resolve conflicts adequately and build learning from the occurred events. (Taken from Guide No. 49. Pedagogical Guides for School Coexistence of the MEN, page 25)

3.5.1 INCLUSION, DIVERSITY, EQUITY, AND NON-DISCRIMINATION

CCB is an institution that recognises, respects and upholds the dignity of all human beings and promotes policies, procedures and practices that oppose discrimination of any kind based on age, ethnic or racial origin, gender, sexual orientation or identity, marital status, political affiliation, religion, disability/abilities, physical, social, cultural or health status.

Members of the educational community undertake not to discriminate against others. Section 134A of the Penal Code criminalises acts of discrimination and Section 134B criminalises acts of harassment.

The school respects and recognises the equality and equity of gender and sexual orientation diversity of all members of the educational community, through:

- The promotion of respect for attitudes, interests and abilities in relation to emotions, the cultural construction of sexuality, cultural gender behaviours, gender identity, diverse gender expressions and sexual diversity in the educational community.
- Equal opportunities for participation and leadership in school governance bodies for children and adolescents without discrimination on the basis of gender identity or sexual orientation.

Members of the educational community are attentive to promote and encourage strategies to prevent discrimination and violence against children and adolescents based on gender and sexual orientation or identity.

Members of the educational community do not discriminate against pregnant adolescents. The CCB provides support through pedagogical strategies for school retention.

The CCB's Inclusion Policy promotes compliance with regulations related to addressing barriers in the learning process and guarantees the required pedagogical support and accompaniment (See PEI - Inclusion Policy).

3.5.2 WELFARE AND PROTECTION.

The CCB is committed to providing a safe and secure environment in which all members of the community, including students and their families, alumni, management, teachers, administrators and all school employees, interact with the highest standards of courtesy and respect. Good behaviour, good language and excellent standards of courtesy should be observed at all times, in keeping with our core values of respect, honesty, solidarity, responsibility, tolerance and justice.

3.5.3 GUARANTEE OF RIGHTS AND APPLICATION OF PRINCIPLES OF THE NATIONAL SYSTEM OF SCHOOL COEXISTENCE AND TRAINING FOR HUMAN RIGHTS, EDUCATION FOR SEXUALITY AND THE PREVENTION AND MITIGATION OF SCHOOL VIOLENCE.

Observance of the rules and commitment to the principles and values common to all its members underpin the coexistence of the educational community, and the school coexistence system is based on the following principles (Law 1620 of 2013 and Decree 1965 of 2013 art 35 and 41):

Participation: The school will guarantee the active participation of representatives of the different levels of the educational community for the coordination and harmonisation of actions, in the exercise of their respective functions, which allow for the fulfilment of the aims of the National System of School Coexistence.

Educational establishments must guarantee the right to participation of children and adolescents in the development of the strategies and actions that are carried out within the framework of the System.

Participation allows for the inclusion of restorative practices as part of the discussion and decision-making process.

Autonomy: Individuals, territorial entities and educational institutions are autonomous in accordance with the Political Constitution and within the limits set by laws, rules and regulations.

Autonomy enables students to take ownership and awareness of their responsibility for all their actions, both positive and negative, and the consequences they entail. This principle also enables the learner to develop skills related to making the right decisions as a result of a process of reflection on what has happened.

Shared responsibility: This is the responsibility shared by two or more people for the circumstances in which a particular situation develops. It implies the recognition of obligations shared by different people regarding coexistence, the promotion and protection of their own and other people's rights, both in the maintenance of the desired conditions for well-being and in the generation of adverse conditions and the effects this has on people's quality of life (MEN Guide 49).

The family, the school, society and the State are jointly responsible for the formation of citizenship skills (including socio-emotional skills), 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.

Comprehensive protection: It establishes 4 actions:

1. To recognise children and adolescents as subjects of rights.
2. Guarantee their fulfilment.
3. Prevent their threat or violation, and
4. Ensure their immediate re-establishment in accordance with the principle of the best interests of the child.

Comprehensive protection includes the right not to be re-victimised. Re-victimisation is a situation that occurs when a person who has been assaulted is exposed to new abuses or situations of vulnerability by the people who should provide care or support (MEN Guide 49). (Article 7 Childhood and Adolescence Code).

The school will adopt measures to prevent children and adolescents who are victims of any form of violence from dropping out of school.

Integrity: 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. A systematic education based on the knowledge of the principles of coexistence, on the effective and coherent transmission of values, on the exercise of conciliation, on the clear establishment of rules and on the foresight of their consequences, are fundamental to frame the relationships within the institution.

The philosophy of the coexistence 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.

Best interests of children and adolescents: The imperative that obliges all persons to guarantee the integral and simultaneous satisfaction of all their Human Rights, which are universal, prevalent and interdependent. (Article 8 Childhood and Adolescence Code) It refers to the fact that the integral well-being of children and adolescents will be above the circumstances (UNICEF, 2005).

Prevalence of rights: When the rights of two or more persons or the exercise of two or more rights enter into a dilemma or conflict, the principle of prevalence requires that the actions taken give priority to, guarantee and care for certain rights or groups of persons over others (MEN Guide 49).

Diversity: The recognition, respect and valuing of one's own and others' dignity, without discrimination based on 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.

Enforceability of rights: The realisation of rights imposes obligations on the state for their materialisation, protection and respect (Ombudsman's Office, 2001). Three types of enforceability are recognised: social, political and legal. (MEN Guide 49).

Gender perspective: The recognition of social, biological and psychological differences in the relationships between people according to sex, age, ethnicity and the role they play in the family and in the social group. This perspective must be taken into account in the application of the School Handbook, in all areas where children and adolescents develop, in order to achieve equity. (Article 12 Code of Childhood and Adolescence).

The gender approach means delving into the ways in which relationships between men and women are constructed, and how they are determined by the social belief system of the context in which they find themselves. It allows for the analysis of relationships and facilitates the generation of spaces for reflection and the promotion of affirmative actions to equalise educational opportunities (HEGOA & ACSUR, 2008) (MEN Guide 49).

Rights of children and adolescents of ethnic groups: Children and adolescents of indigenous peoples and other ethnic groups shall enjoy the rights enshrined in the Political Constitution, international human rights instruments and the present Code, without prejudice to the principles governing their cultures and social organisation. (Article 13 of the Code of Children and Adolescents).

Proportionality in the measures adopted in situations that affect coexistence: This principle requires that the corrective measures taken in any situation be proportional and not disproportionate. That is to say, that the punishments imposed should be adequate to achieve the purpose that justifies them and the least severe possible. It implies giving priority to formative rather than corrective actions (MEN Guide 49).

Right to Privacy and Confidentiality: Participants in the formative processes must guarantee the right to privacy and confidentiality of documents in physical or electronic media, as well as of the information provided by the persons involved in the proceedings and of all the information generated within them.

The school will be attentive to protect anyone who reports situations that affect school coexistence and the exercise of rights, also assessing the risk that the situation implies for members of the educational community.

The school has a habeas data policy to guarantee the protection of data and to guarantee the right to privacy and confidentiality of documents in physical or electronic media, as well as the information provided by the persons involved in the proceedings and all the information generated in them. (see link to habeas data policy

<https://www.colombobritanico.edu.co/wp-content/uploads/2023/10/POLITICA-DE-TRATAMIENTO-DE-DATOS.pdf>)

3.5.4 Coexistence Policy: The School should be a place for meeting and friendship, a place for the construction of values of solidarity, cooperation, respect and dignity. Without a doubt, the school experience is one of the most significant episodes in the life of any person and is characterised by its search for identity and belonging, where the relationships we establish with others are central.

3.5.4.1 DEFINITIONS

Citizenship competences: This is one of the basic competences that is defined as the set of knowledge and cognitive, emotional and communicative skills that, when articulated together, make it possible for citizens to act constructively in a democratic society.

We educate active citizens who contribute to the construction of a democratic, participatory, pluralistic and intercultural society that understands how the world works.

We promote recognition, respect and appreciation of the dignity of self and others, of diversity and difference.

We follow the programmes and philosophy of the International Baccalaureate and strive for an internationally minded educational community.

The cross-cutting educational projects are tools that enhance the development of citizenship skills and training for the exercise of human, sexual and reproductive rights, with the aim that this is carried out in a cross-cutting manner in all compulsory, fundamental areas of knowledge and training established in Law 115 / 94 (See PEI 8. Cross-Cutting Educational Projects).

Education for the exercise of human, sexual and reproductive rights: This is aimed at training people capable of recognising themselves as active subjects who are holders of sexual and reproductive human rights with which they will develop competencies to relate to themselves and others, with criteria of respect for themselves, for others and for the environment, in order to achieve a state of physical, mental and social well-being that enables them to make assertive, informed and autonomous decisions to exercise a free, satisfying, responsible and healthy sexuality in the construction of their life project and the transformation of social dynamics, towards the establishment of fairer, democratic and responsible relationships.

The school encourages actions of Education for Sexuality and Citizenship Building, and the promotion of Sexual and Reproductive Rights (See PEI).

Restoration of the rights of children and adolescents: This is the set of administrative and other actions that are developed for the restoration of their dignity and integrity as subjects of rights, and of their capacity to effectively enjoy the rights that have been violated.

Conflicts. These are situations that are characterised by a real or perceived incompatibility between one or several people's own interests. (Art 39, Decree 1965 of 2013)

Conflicts dealt with inappropriately. They are situations in which conflicts are not resolved in a constructive manner and give rise to facts that affect school life, such as altercations, confrontations or quarrels between two or more members of the educational community of which at least one is a student and where there is no harm to the physical well-being or the health of any of those involved. (Art 39, Decree 1965 of 2013)

Peer Abuse: The "physical, sexual, emotional, and financial abuse, and coercive control, exercised within youth relationships, including their intimate relationships, friendships, and broader peer associations." 1

1 Firmin, C. Abuse between Young People: A Contextual Account. 2017, Oxon, Routledge

School Aggression: Any action taken by one or several members of the educational community that seeks to negatively affect other members of the educational community, of which at least one is a student. School aggression can be physical, verbal, gestural, relational and electronic. (Art 39, Decree 1965 of 2013)

a) Physical aggression. Any action that has ultimately caused harm to the body or to the health of another person. It includes punching, kicking, pushing, slapping, biting, scratching, pinching, and

pulling hair, among others.

b) Verbal aggression. Any action that seeks with words to degrade, humiliate, frighten, and/or disqualify others. It includes disrespect, insults, and the use of bad words, offensive nicknames, taunts, shouts and threats. This includes threats of physical aggression.

c) Written Aggression. Drawings or written texts that are offensive or injurious to any member of the community.

d) Gestural Aggression. Every action that seeks with gestures to degrade, humiliate, frighten or disqualify others.

e) Relational Aggression. Every action that seeks to negatively impact the relationships that others have. It includes the exclusion from groups, deliberately isolating and spreading rumours or secrets seeking to negatively affect the status or image that people have of someone, isolating or excluding someone, using threats or blackmail to get someone to do something, and embarrassing someone because of their physical appearance.

This includes:

- Dating or relationship aggression or abuse: Such as controlling who your partner sees or where he or she goes, pressuring your partner to share social media passwords, hitting or humiliating your partner, forcing or pressuring your partner to participate in a sexual act.

- Radicalization: Pressuring or forcing someone to take radical positions on political or social issues.

- Hazing or initiation violence (baptisms): Such as the practice of rituals, challenges and other activities that involve harassment, abuse or humiliation, used as a way to initiate a person in a group.

f) Electronic Aggression. Any action that seeks to negatively affect others through electronic means. It includes the disclosure of photos, intimate or humiliating videos on the Internet, making insulting, offensive or threatening comments through social networks and sending insulting, offensive or threatening emails or text messages both anonymously and when the identity of who sends them is known.

This includes harmful sharing of sexual images, such as sending an unsolicited sexual image of oneself, pressuring others to submit a sexual image and sharing a sexual image of another person, sextortion (threatening or blackmailing with harmful sharing of sexual images) .

g) Sporadic Aggression. Any type of aggression that occurs only once. Where there are no repeated patterns of aggression against the same person.

h) Discrimination includes damage based on a person's identity characteristics, such as race, ethnicity, religion, gender, gender expression, sexual orientation, age, ability, and socioeconomic status;

All situations of assault or abuse among peers, regardless of where and when the alleged abuse took place, raise concerns about the safety and well-being of students on campus and, as such, will be dealt with.

Bullying or Harassment. Any 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, written, telephone or electronic mistreatment, directly or indirectly, against a child or adolescent, by a student or several of his peers with whom he maintains an asymmetric power relationship, which occurs repeatedly over a given time. It may also occur on the part of teachers or other members of the educational community against students or students against teachers or other members of the educational community, given the indifference or complicity of their environment. School bullying interferes with, and impacts on the opportunities, performance, learning environment, health, physical or emotional well-being of any member of the community as well as the school climate.

Type of bullying	Content
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Physical bullying	This type of bullying occurs when someone, on an ongoing basis, is physically assaulted.
Verbal bullying	Occurs when someone is repeatedly insulted with foul language or name-calling related to physical or intimate aspects of the person.
Relational or indirect bullying	Occurs when a person is permanently harmed through rumours that discredit him/her in front of others, exclude him/her from social groups or attack him/her in a covert way, without the victim knowing who did it.

Note: This table is taken from Ruling T-478 of 2015.

Cyberbullying or School Harassment: A form of intimidation using information technologies (Internet, virtual social networks, mobile telephony and online video games) to harass, intimidate, or exert psychological and continuous abuse.

Cyberbullying includes any form of peer abuse with a digital element, for example, sexting (harmful sharing of sexual images), online abuse, coercion and exploitation, peer grooming, threatening language sent through electronic means, distribution of sexualized and harassing content, tagging (linking a person's name to an inappropriate or humiliating image), memes with the photos of other students.

School harassment, bullying or cyberbullying are not tolerated in our community. All members of the educational community must reject bullying or bullying. Do not engage in intimidating, exclusionary, or aggressive acts with others. In addition, there needs to be intervention to prevent or denounce Bullying or cyberbullying. Should these events occur, relationships between those involved need to be restored through acts of reconciliation.

Sexual harassment. Whoever, for his or her own benefit or that of a third party and by virtue of his or her manifest superiority or relations of authority or power, age, sex, work title, social, family or economic position, harasses, persecutes, bothers or physically or verbally pesters someone else for non-consensual sexual purposes (Colombian Penal Code, article 210A).

Sexual harassment includes, but is not limited to, sexual comments; opinions about the body that are classified as aggressive as long as they are not solicited (for example, compliments, jokes); comments that refer to a person's body as an object and imply someone's power over that person's body.

Sexual harassment also consists of vulgar gestures and non-consensual insistence on having private encounters or sexual activity, lifting skirts, insulting someone with sexual qualifications, classifying students according to their sexual attractiveness.

Sexual violence. Sexual violence against children and adolescents means any act or behaviour of a sexual nature, carried out on a child or adolescent by force or by using any form of physical, psychological or emotional coercion, taking advantage of the conditions of vulnerability, inequality and the power relations between victim and aggressor. (Article 2 of Law 1146 of 2007)

Sexual violence includes groping, raping, pressuring, or forcing someone to participate in a sexual act, or using drugs or alcohol to remove someone's ability to consent to a sexual act.

Vulnerability of the rights of children and adolescents: It is any situation of damage, injury or prejudice that impedes the full exercise of the rights of children and adolescents.

They are unacceptable behaviours in interpersonal relationships:

- Those that violate personal dignity or create an intimidating, degrading, or hostile environment, including unwanted physical contact, hitting, fighting, inappropriate jokes.
- Inappropriate communication (verbal, gesture or writing) including insults, offenses, nicknames.
- Spread malicious rumours, gossip or slander.
- Ridiculing or mocking someone.
- Intentional isolation or exclusion.
- Criticisms or threats.
- Use of power or popularity inappropriately.
- Putting one-self or others in dangerous situations, including the possession of hazardous or illegal materials.
- React without self-control.
- Challenge or disrespect adults.
- All types of physical, verbal, written, gestural, relational or electronic aggression.
- All types of harassment or sexual violence.
- Any violation of the rights of children and adolescents.

Roles in School Bullying Situations

In the event of a situation of school aggression or bullying, students should assume the following attitudes according to the situation and the role they have played in it:

Witnesses:

- Inform an adult.
- Mediate in the conflict.
- Actively defend the rights of the offended.
- Reject aggression.
- include and provide emotional support to the victim.

Victim:

- Defend his or her rights assertively without attacking.
- Seek the help of an adult.

Offender:

- Reinstatement of the rights of those who have been affected.
- Repair his or her image before the group.

3.5.5 Responsibilities of Educational Institutions in the National System of School Coexistence and Education for Human Rights, Sexuality Education, and Prevention and Mitigation of School Violence

Educational institutions are responsible for ensuring respect for the dignity and physical and moral integrity of their students, educators, school administrators, and other staff within the framework of school coexistence, human rights, and sexual and reproductive rights.

They must implement the School Coexistence Committee and ensure the fulfilment of its functions. Develop prevention, promotion, and protection components through the School Handbook and the implementation of the Comprehensive Care Route for School Coexistence. This is done to protect students against all forms of harassment, school violence, and violation of sexual and reproductive human rights by their peers, teachers, or school administrators.

The institutions should review and adjust the Institutional Educational Project, the School Handbook, and the institutional student evaluation system annually, in a participatory process involving students

and the educational community in general. This should be done in light of rights-based, competency-based, and differential approaches, in accordance with the General Education Law, Law 1098 of 2006, and the regulations that develop them.

Annually review the school coexistence conditions of the educational institution and identify risk factors and protective factors that affect school coexistence, protection of human rights, sexual and reproductive rights, in institutional self-assessment processes or quality certification, based on the implementation of the Comprehensive Care Route and the decisions made by the School Coexistence Committee.

Undertake actions that involve the entire educational community in a pedagogical reflection process on the factors associated with violence and bullying in schools and the violation of sexual and reproductive rights. This process should incorporate relevant knowledge about self-care and relationships with others, inculcating tolerance and mutual respect.

Develop strategies and tools aimed at promoting school coexistence based on evaluations and monitoring of the most common forms of harassment and school violence.

Adopt strategies to encourage attitudes among members of the educational community that promote and strengthen school coexistence, mediation and reconciliation, and the dissemination of these successful experiences.

Generate pedagogical strategies to articulate training processes between different areas of study.

3.5.6 Comprehensive Care Route for School Coexistence

The Comprehensive Care Route for School Coexistence defines the processes and protocols that must be followed in all cases where school coexistence and the human rights, sexual, and reproductive rights of students are affected. It provides an agile, comprehensive, and complementary service offering.

Immediate and relevant attention must be ensured for cases of school violence, bullying, or violation of sexual and reproductive rights that occur in the school or its surroundings and involve children and adolescents, as well as cases of teenage pregnancy.

Components of the Comprehensive Care Route for School Coexistence:

The promotion component focuses on developing competencies and exercising human rights, sexual, and reproductive rights. This component determines the quality of the school environment and defines the coexistence criteria that members of the educational community must follow in different spaces of the educational institution. It also outlines the mechanisms and instances of participation within the community.

The prevention component should be carried out through a continuous process of comprehensive development for children and adolescents. Its purpose is to reduce the impact of economic, social, cultural, and family context conditions on their behaviour. This component addresses the root causes that could potentially lead to school violence and its precipitating factors in the family and alternative family life spaces. These factors manifest in violent behaviours that violate the rights of others. Individuals exhibiting such behaviours are potentially at risk of becoming victims of violence or agents of violence in the school context.

The care component should develop strategies to immediately and ethically assist the child, adolescent, parents, guardians, or educators when a case of school violence, bullying, or aggressive behaviour violating human rights, sexual, and reproductive rights occurs. This assistance should be in line with the protocol and within the competencies and responsibilities of the institutions and entities that form the National System of School Coexistence and Education for Human Rights, Sexuality

Education, and Prevention and Mitigation of School Violence. This component involves different actors from the educational community only when the gravity of the reported incident, its surrounding circumstances, or the physical and psychological harm to the minors involved exceed the institutional mission of the educational institution.

The Comprehensive Care Route begins with the identification of situations affecting coexistence due to school bullying or violence, which must be referred to the School Coexistence Committee for documentation, analysis, and attention based on the School Handbook.

The care component of the route will be activated by the School Coexistence Committee upon notification by the victim, students, teachers, school administrators, parents, or guardians, either initiated by the School Coexistence Committee itself or by anyone who is aware of situations affecting school coexistence.

The follow-up component focuses on the timely reporting of information to the Unified School Coexistence Information System regarding the status of each of the reported cases of care.

3.5.6.1 Responsibilities of Psychologists Regarding the Comprehensive Care Route

- Contribute to the school's management in the process of identifying risk factors that can influence students' school life.
- Participate in the support process as well as in evaluating the outcomes of this guidance.
- Contribute to defining individual and group comprehensive intervention plans and follow the protocols established in the Comprehensive Care Route.
- Support the school coexistence committee in developing strategies and tools aimed at promoting and evaluating school coexistence and the promotion of sexual and reproductive rights. Document the cases reviewed during committee sessions.
- Participate in the construction, writing, dissemination, and implementation of the Coexistence Manual and pedagogical projects.
- Involve families through parent-school activities in the components and protocols of the comprehensive care route.
- Fill out the Internal Reporting System for child protection situations.

3.5.6.2 Responsibilities of Section Heads and/or Deputy Heads and/or Coexistence Coordinators Regarding the Comprehensive Care Route

- Document and record cases of school bullying or violence, or violations of sexual and reproductive rights in the Unified School Coexistence Information System.
- Act as liaison agents or support agents facilitating the referral of cases of school violence or violations of sexual and reproductive rights to institutions or entities as established in the Comprehensive Care Route.

3.5.7 Family Participation

The family, as the fundamental nucleus of society, is an essential part of strengthening citizenship education and the exercise of human rights, sexual, and reproductive rights. It plays a central role in the prevention and mitigation of school violence and adolescent pregnancy, and it is bound by all the duties, obligations, and functions established by law (Article 53 DR 1965 of 2013).

As a part of the educational community within the framework of the National System of School Coexistence and Education for Human Rights, Sexuality Education, and Prevention and Mitigation of School Violence, in addition to the obligations stipulated by law, the family should:

- Provide their children with spaces and environments at home that foster trust, tenderness, care, and protection of themselves and their physical, social, and environmental surroundings.

- Participate in the formulation, planning, and development of strategies that promote school coexistence, human rights, sexual and reproductive rights, participation and democracy, and the promotion of healthy lifestyles.
- Permanently and actively accompany their children in the educational process undertaken by the educational institution for coexistence and sexuality.
- Participate in the review and adjustment of the School Handbook through the participation mechanisms defined in the institutional educational project of the educational institution.
- Take responsibility for activities promoting the productive use of their children's free time for the development of civic competencies.
- Adhere to the conditions and obligations outlined in the School Handbook and respond when their child violates any of the rules defined therein.
- Be aware of and follow the Comprehensive Care Route when a case of school violence, violation of sexual and reproductive rights, or a situation warranting it occurs, following the instructions provided in the School Handbook of the respective educational institution.
- Use existing legal mechanisms and those established in the Comprehensive Care Route referred to in the Law to restore their children's rights if they are victims of aggression (Article 22 Law 1620/2013).

3.6 CHILD PROTECTION POLICY

Child abuse and neglect are concerns worldwide. Child abuse and neglect are violations of the human rights of a child or adolescent and are obstacles to their education as well as to their physical, emotional, and spiritual development.

3.6.1 We recognize that for our students, high self-esteem, confidence, supportive friends, and clear lines of communication with a trusted adult help prevent abuse. Our school will strive to safeguard students, taking the following actions to prevent, identify, and respond to harm and abuse of children and young people:

a) Establish and maintain an environment where students feel safe and protected and are encouraged to speak up and be heard.

b) Ensure that students know there are adults within the school whom they can approach if they are concerned or facing difficulties. If any member of the educational community becomes aware of any situation of abuse or neglect, they must report the situation to one of the psychologists, section deputy heads, or the Coexistence Coordinator in high school.

c) Create activities and curricular opportunities that empower students with the skills they need to stay safe from abuse.

d) Train teachers and staff to recognize and support situations of abuse or neglect.

- All staff employed at CCB must report suspected incidents of child abuse or neglect whenever the staff member has reasonable grounds to believe that a child or adolescent has suffered or is at significant risk of suffering abuse or neglect.

- Reporting and follow-up of all suspected incidents of child abuse or neglect will be conducted in accordance with the child protection policy published on the website. It is important to note that situations of abuse or neglect known to the institution might be reported to the appropriate authorities.

3.6.2 The school will work with parents to ensure that our students are safe and aware of their rights and responsibilities toward themselves and others, enabling them to grow and learn without fear in a safe and supportive environment.

We genuinely value our partnership with parents to ensure the safety and care of our students at CCB. That is why CCB has endorsed the Child Protection Policy, which sets the standards by which all CCB students must be treated with respect and dignity at all times.

By enrolling their children at CCB, parents agree to work in partnership with the school and comply with the policies adopted by the Board of Directors and the School Council.

CCB will publish the Child Protection Policy for all parents and students to access, provide training for all staff, make every effort to implement hiring practices to ensure the safety of children and adolescents, and review the policy annually to verify its compliance and effectiveness.

This policy applies to all students, parents, employees, teachers, volunteers, and visitors.

3.6.3 Directory of Institutions: Where Reports or Inquiries Can Be Made

Bienestar Familiar:

Phone numbers: 141 or 018000 91 80 80

Online: <https://icbf.gov.co/servicios> - Click on the "Report Situation" button (available 24 hours).

Police for Children and Adolescents:

Phone: 123 or 01800910600 or 602 44429 16

Email: lineadirecta@policia.gov.co

Other contact: mecal.pinar@policia.gov.co

Public Prosecutor's Office: Phone 122.

Website: <https://adenunciar.policia.gov.co>

Family Commissioner's Office:

Family Helpline: 602 4865555, option 0.

Mobile Commissioner's Office: 602 881 8551, email: comisaría.movil@cali.gov.co

For more information, you can visit the following link to access phone numbers and addresses: <https://www.cali.gov.co/seguridad/publicaciones/140079/comisarias-de-familia/>

Note: For further details, please refer to the Child Protection Policy published on the CCB website and Phidias (LINK).

3.7 ACADEMIC HONESTY OR PROBITY.

Academic Integrity Policy corresponds to Annex 5 of the Educational Project.

As a school affiliated with the International Baccalaureate Organization, we embrace the organization's definition of academic integrity: Academic integrity must be part of the ethical culture of any educational institution. It is the foundation of ethical conduct and decision-making in the creation of legitimate, originally authored, and honest academic work.

Academic dishonesty encompasses any action or behavior through which a student seeks to benefit themselves or another student (or harm other student(s)) in academic outcomes or has consequences on academic results.

An original work is one that is based on the student's own ideas, and proper credit is given to the authorship of other ideas and work. Therefore, in all assignments (whether written or oral) that a student completes for evaluation, the language and expressions used must be entirely their own. When other sources are used or referred to, whether through a direct quote or paraphrasing, these sources must be cited fully and appropriately.

This includes but is not limited to the following modalities:

Plagiarism. "The representation, intentional or otherwise, of the ideas, words or work of another person without citing them in a correct, clear and explicit manner." This includes photographs, images,

music, work, words, ideas, information or any other product that has been made by another.

Examples of Plagiarism:

- Use someone's words without giving them credit.
- Paraphrase. Rephrase the words of another person using a different style and integrate them grammatically in a text without recognizing the source.
- Translate the ideas of another person without acknowledging the source.

Copy. Present the work of another student as if it were his own, with or without his knowledge.

Exam fraud, including:

- Obtaining or giving the questions or answers of a test, before or during the evaluation.
- Use of unauthorised material during a test.
- Impersonating another student.

Repeated use of one's work: To present work that is substantially similar, for the evaluation in different courses, without the consent of the teachers involved.

Forgery of Data: Produce or alter data for a task or change school documents.

Unauthorised alterations. Make unauthorised changes to grades, student records, or assignments once they have been submitted.

Theft: Taking or attempting to take information regarding academic work such as exams, grades, or student records.

Other acts of academic dishonesty:

- The supervisor or teacher assesses that the work is not original to the student, for reasons such as excessive use of quotations in the text without the student's own analysis or ideas.
- Providing false reasons for not completing assignments and tasks.
- Intentionally lowering another student's performance.
- Including disrespectful material in academic work for reasons other than analysis or research.
- Using any digital mechanisms to evade task and assignment submission checks, such as submitting blank assignments electronically on the current platform.

The consequences for academic dishonesty are serious. The consequences are:

A. **Academic:** A grade of 0. The teacher will evaluate if it gives the student the opportunity to repeat all the work.

The consequences for violations of the academic integrity policy in final papers to be submitted to the International Baccalaureate organisation will be: a. A grade of 0 (zero). b. The work will not be submitted for external evaluation by the IB. The Diploma Coordinator reports it to the IB as work not submitted. c. The Diploma Coordinator, along with the Section Head, may allow the student to modify the work or create a new one based on the subject requirements, for submission to the IB and/or to fulfil degree requirements.

B. Disciplinary Penalties and Educational Correctives: Established in Chapter 4 Formative and Disciplinary Procedure Section 4.3.2 Serious Disciplinary Situations in Primary and High School, including restorative activities (Adapted from the document Academic Honesty: Guidance for Schools, IBO: 2011.)

CCB promotes academic integrity across each of its sections, tailoring the program to the students' ages, starting by setting an example, naming the concepts, and citing the sources used for class preparation.

In the Early Childhood and Primary sections, academic integrity is understood to be related to individual and communal learning acts that reflect the school's values and principles regarding

honesty and responsibility. Students are expected to take responsibility for their actions and consequences and to respect their own work, as well as that of their peers and teachers. Similarly, teachers are expected to strengthen the concepts of honesty, trust, fairness, respect, and responsibility through conversations with students.

The school must ensure that instances of academic integrity violations are investigated, and the established penalties for these situations are enforced.

3.8 CONFLICTS OF INTEREST AND CAUSES OF IMPEDIMENT AND RECUSAL (Disqualification).

When in the course of the proceedings by the collegiate bodies, such as the Board of Directors, Board Committees, Directive Council, Parent Council, Evaluation and Promotion Committee, Academic Council, PTA, Alumni Association, Student Council, School Committee of Coexistence, conflicts of interest or causes of impediment or recusal arise, regarding their members, they will report on the situation and will abstain from attending the meeting where the subject is concerned, and / or participating in the decision according to the case. The Code of Ethics and Good Corporate Governance published in the CCB web page and Phidias will be applied.

3.9 SCHEDULE FOR STUDENTS

The hours may vary according to the regulations issued by the authorities. The school will notify the changes in a timely manner.

In Early Childhood the schedules are as follows:

Tiny Cubs, Toddlers and Nursery: activities begin at 9 a.m., ending at 12:50 p.m.

Pre-kinder, Kindergarten and First Grade: activities start at 7:20 a.m., ending at 12:50 p.m. Academic reinforcement will be between 1:00 and 2:50 p.m., when necessary.

The entrance door will close at 7:15 and 8:55 a.m. respectively.

In Primary Students begin activities at 7:20 a.m.

Schedule for Grades 2nd to 4th:

- Mondays: Classes end at 2:50 p.m.

- Tuesdays and Thursdays: Classes end at 12:50 p.m. Students can choose between extracurricular activities and Clubs (free) or Focus Groups (reinforcement activities) from 1:10 p.m. to 2:50 p.m. If a student participates in specific extracurricular activities, they must provide certification from the institution they are enrolled in to be allowed to leave at 12:50 p.m.

- Wednesdays and Fridays: Classes end at 12:50 p.m. Students can participate in extracurricular activities from 1:00 p.m. to 2:50 p.m. or go home.

Schedule for Grade 5th:

- Mondays and Thursdays: Classes end at 2:50 p.m.

- Tuesdays: Classes end at 12:50 p.m. Students can choose between extracurricular activities and Clubs (free) or Focus Groups (reinforcement activities) from 1:00 p.m. to 2:50 p.m.

- Wednesdays and Fridays: Classes end at 12:50 p.m. Students can participate in extracurricular activities from 1:00 p.m. to 2:50 p.m. or go home.

School gates 9 and 10 will close at 7:15 a.m.

In Secondary:

- Activities start at 7:20 a.m. and end at 2:50 p.m. Academic reinforcement will be within the curriculum and extracurricular hours between 2:55 p.m. and 3:50 p.m. when necessary. On Wednesdays, students in grades 6 to 12 finish classes at 12:50 p.m. to allow time for teacher planning and

professional development. Students in grades 10, 11, and 12 have classes until 2:50 p.m. on some Wednesdays to advance diploma program objectives or the Personal Project.

Vehicle gate No. 11 and the pedestrian gate from the parking lot will close at 7:15 a.m.

The school is not responsible for students arriving before the established school hours.

Extracurricular Activities Schedule:

- In Early Childhood, students will have extracurricular activities between 1:00 p.m. and 2:50 p.m. Extracurricular teachers accompany Early Childhood students for lunch and preparation starting from 12:50 p.m.
- In Primary, students will have extracurricular activities between 1:00 p.m. and 2:50 p.m. on days ending at 12:50 p.m. Primary students have a break for lunch starting from 12:50 p.m.
- In Secondary, students will have extracurricular activities between 3:10 p.m. and 4:50 p.m.

Extracurricular activities on Saturdays are from 9 a.m. to 11 a.m. and 1:30 p.m. to 3:30 p.m.

3.10 ATTENDANCE AND PUNCTUALITY

ATTENDANCE

Attendance is essential for the overall success of the student's academic goals and objectives. Teachers and peers rely on each member of the class to build and enrich everyone's learning. In addition, class discussions, explanations, projects, presentations, teamwork, special activities and general participation in class are also essential for learning. Absences negatively impact the quality and quantity of learning. For this reason, absences must be avoided where possible.

A maximum of 10 % absence rate has been established per subject, per academic year in order for a student to qualify and pass the academic year, except in extraordinary cases of poor health, sports commitments, calamity, force majeure or discretion of the Headmaster (provided that during the absence of the student, they are schooled).

Non-Justified Absences: Students should not be absent for extra vacations, scheduled trips or sports training during school days. These absences will be considered as unjustified, and if they exceed 10% of absences per subject per school year, it will be a cause for failing the subject. It will be the students' responsibility to get up to date and of the parents to assume the cost that is necessary.

In Secondary, if the absence coincides with an evaluation, the student will receive a 0 grade as a result. Parents will be held liable in the case where the student fails the academic year due to absences or failure to submit sufficient evidence of their academic process indicating they have reached a level that suffices for promotion.

Excused Absences: All absences from curricular activities due to illness, unforeseen circumstances or calamity must be informed by email to the Classroom Teacher in Early Childhood and to the secretary of the section in Primary and Secondary (primary@ccbcali.edu.co, bachillerato@ccbcali.edu.co) before 7:30 am. In the case of absence for more than one day due to illness, a medical certificate must be presented to the section office.

The student will be responsible for fulfilling the reinforcement or levelling commitments, established by the school, inside or outside the institution. Parents are responsible for supervising that the student complies with the academic commitments that this absence entails.

In Secondary, the students must make sure the justified absence follow-up format in which the activities that the student must develop in order to catch up are recorded by the teachers. If the justified absence coincides with an evaluation, it will be re-scheduled by the teacher responsible for

that specific subject.

In case of sick leave or impediment to participate in the activities of physical education, a written note that is signed by both parents and / or a medical certificate must be presented to the Physical Education Teacher. In cases considered necessary, the teacher will proceed to assign the student a differentiated activity based on the specific indications and / or restrictions from the professional physician. After 2 absences due to incorrect uniform or due to sick leave from a Physical Education class during the same unit of inquiry, students should attend a reinforcement / recovery class. In case of absence due to sports commitments, the High Performance Sportsmen Policy will apply.

Departure Prior to the End of the School Day: It is the duty of all parents to wait for the day to end before withdrawing their child from any class. Medical or dental appointments should be scheduled outside of school hours, unless there is an exceptional excuse.

Permits to leave the School during class hours are authorised only in exceptional cases by the Head of Section or the Deputy Head; the permits will be given to the Section Secretary in Primary and Classroom Teacher in Early Childhood and if possible, must be requested at least one day in advance.

In Secondary, if a permit is required during school hours, parents are responsible for requesting permission from the Head of Section specifying the reason for the request, including the corresponding support (i.e., letter from the club for sporting event, proof of appointment at the embassy, etc...)

PUNCTUALITY

Respecting the schedule is part of education. Education begins at home, at school we only complement it. Punctuality is a way of respecting others and showing politeness.

The community must observe strict punctuality in assemblies, classes, cultural and sports activities, according to the programming presented by the School. Students must attend all classes promptly. It will be considered as lack of punctuality if a student arrives late, with no acceptable excuse, either at the beginning of the day, between classes or after breaks.

When a student is late to a class it creates interruptions for everyone and often causes the student to miss important instructions.

CONSEQUENCES

Three unjustified late arrivals to class per period will be counted as one unjustified absence (equivalent to being absent for a full school day).

In Secondary:

If a student arrives between 7:20 a.m. and 7:30 a.m., or is late to a class or scheduled activity during the school day, the following procedure must be implemented:

- First time: The teacher records the student as late and discusses the reasons for the tardiness with them.
- Second time: The teacher asks the student to write a report explaining the reasons for their tardiness and their commitment to being punctual. The teacher informs parents via email about the applicable educational corrective action, which includes a detention with the teacher, following the disciplinary procedure for minor disciplinary situations.
- If the tardiness recurs, the teacher refers the situation to the Coordinator of Coexistence or Deputy Head of Section, who initiates the procedure for serious disciplinary situations (see section 4.3.2). Three unjustified late arrivals to school per period are equivalent to one unjustified absence.

Students arriving after 7:30 a.m. must report to the Secondary office. The secretary asks the student to write a report explaining the reasons for their tardiness and their commitment. After completing the form, the secretary provides written authorization for the student to enter class. For students arriving on a bus that is late to the CCB, the bus assistant will issue the authorization. For those coming by

private vehicle, tardiness due to traffic is not considered justified, except in exceptional cases affecting the entire community; these cases will be analysed accordingly.

If a student arrives after 7:30 a.m. without a valid excuse, the following procedure must be implemented:

- First time late to school: The teacher requests permission for the student to enter class from the office, records the student as late, and reminds them of their commitment to being on time.
- Second time late to school: The section secretary reports the recurrence to the Coordinator of Coexistence, Deputy Head of Section, or Head of Section, who will apply the educational corrective action of a detention, following the disciplinary procedure for minor disciplinary situations.
- If the tardiness recurs, the procedure and educational corrective action will be treated as a serious disciplinary situation (see section 4.3.2). Three unjustified late arrivals to school per period are equivalent to one unjustified absence.

In Primary School:

Students arriving late to class after the bell rings will face the following consequences:

- With each tardiness, the teacher issues a verbal warning to the student.
- In the event of repeated tardiness, on the third late arrival without an acceptable excuse, the student will be given detention.
- In the event of further recurrence, on the sixth late arrival without an acceptable excuse, the Head of Section will send a letter to the parents.
- In the event of further recurrence, on the ninth late arrival without an acceptable excuse, the Head of Section will summon both the parents and the student.

In Early Childhood:

Due to the children's age, the responsibility for arriving on time lies with the parents.

- Teachers will send a note home after the third late arrival.
- In the event of repeated tardiness, after the sixth late arrival, the Head of Section will send a letter to the parents.
- In the event of further recurrence, on the ninth late arrival without an acceptable excuse, the Head of Section will summon both the parents and the student.

3.11 BELONGINGS

We encourage our students to take responsibility for their personal belongings. Students who have lockers should leave their belongings inside their lockers, and not share their keys with anyone. During the activities developed in the sports areas, students should make use of the lockers arranged outside the changing rooms. All belongings must be clearly marked with the name of the owner.

Students should not bring valuable objects to school. The CCB is not responsible for toys, jewellery, cell phones of any kind, tablets, music players, laptops, money or other personal items.

Lost and/or found items will be submitted to the sections or to the sports section.

Unclaimed objects will be donated periodically. Valuables (electronic devices, jewellery, etc.) will be delivered to the Department of Security.

Policy on the use of electronic devices:

Students in Early Childhood, Primary, and up to seventh grade (7) are prohibited from bringing cell phones, smartwatches, and electronic toys to school.

Starting from eighth grade (8), students are allowed to bring cell phones under their own care and responsibility. These devices must be properly stored in their bags during class periods, unless expressly requested by their teachers. Students are solely responsible for their care.

Students in grades 3 to 12 may bring computers or tablets to school for exclusive curriculum-related use, under their own care and responsibility. These devices must be properly stored during class periods, unless expressly requested by their teachers. Students are solely responsible for their care.

The school prohibits students in grades 3 to 6 from bringing tablets with data plans to school. Additionally, the school prohibits students from bringing devices with Virtual Private Networks (VPNs) enabled.

PROHIBITED SALES: It is strictly forbidden to buy and/or sell any kind of items within the school premises, except for sales established by the institution. The school will confiscate products sold without authorization, the money from the sale will be collected and handed over to the Head of Section, who will donate it to the Social Works Committee (COS).

3.12 UNIFORM

3.12.1 Daily Uniform in the Early Childhood, Primary and Secondary Sections during the Health Emergency by Covid

During remote learning supported by ICTs, students will not have the need to wear the school uniform. The dress code for students in class in remote (virtual) scheme is: Clothing suitable for the street and the use of pajamas as wardrobe for classes is prohibited

For PE and Dance classes, students will be required to wear appropriate sportswear and footwear.

While the health emergency lasts, when students will come to school with:

- Physical Education T-shirt or House T-shirt.
- Dark sweatshirt or leggings. Parents may choose to send their children with the PE shorts. (The medical department recommends wearing a sweatshirt or leggings to avoid exposing students' skin.)
- Marked face mask.

The School recommends that parents to acquire face masks that:

1. Comply with national or international standards. For its correct use it is recommended to review the "General guidelines for the use of conventional face masks and high efficiency masks" of the Ministry of Health and Social Protection.
<https://www.minsalud.gov.co/Ministerio/Institucional/Procesos%20y%20procedures/GIPS18.pdf>

2. If you choose to use a cloth mask, it is suggested:

- Simple, washable, with a minimum of 3 layers that includes antilfluid or a fabric that repels liquids and allows reuse.
- Preferably they have a nasal or spring clip for nasal sealing and that they fit well to the face.
- With appropriate design or stamping to avoid possible loan between students.

It is left to the discretion of the user to choose whether to use disposable masks, always remembering our responsibility to the environment.

3. Face masks must not have an exhalation valve.

3.12.2 Daily Uniform in the Early Childhood, Primary and Secondary Sections when the Health Emergency by Covid ends

Students must come in the required uniform every day and wear it correctly. The gala uniform is to be worn on the requested days and for special events.

Early Childhood and Primary students may attend wearing the Physical Education uniform on the assigned days.

Parents should ensure that all parts of the uniform and shoes are marked with the student's name. The use of piercings, except earrings suitable for school activities, is not allowed.

Students must be aware of their personal hygiene and public health rules that preserve the well-being of the educational community, in accordance with current health regulations.

3.12 The Uniform

Daily Uniform in Early Childhood, Primary, and High School Sections

Students must come to school daily wearing the required uniform, wear it correctly, and dress in formal uniform for special events and on designated days.

Students in Early Childhood and Primary can wear their Physical Education uniform on assigned days.

Parents must ensure that all uniform pieces and shoes are labelled with the student's name. The use of piercings is not allowed, except for earrings suitable for school activities.

Rules of personal hygiene and public health must be observed to preserve the well-being of the educational community, following the current health regulations.

Daily Uniform

Common elements

- **Socks:** Dark green.

- **Shoes:** Leather shoes, completely black, moccasin type or closed with shoe laces. Clogs, crocs, sandals, open-heel shoes, high-heeled or cloth shoes are not allowed.

The only exception will be students who have medical conditions that prevent them from wearing closed shoes, who instead must wear a black clog.

- **Cardigans/Jackets:** Students can use a dark green thread woven cardigan with the School's coat of arms on the left side, a grey sweater with pockets on the sides, the CCB logo on the left side, and a hood with the institutional green colour on the inner side, or a green jacket with pockets on the sides with the CCB logo on the left side.

- In Secondary the use of the Seniors Jacket of the current year or previous years is authorized.
- In grade 12, the use of a hoodie-type jacket alluding to the promotion of the current year is allowed. Wearing the hoodie is an exclusive privilege for seniors.
- The design of the jacket and / or hoodie must have the institutional colours white, green, grey, or black. It must have the shield of the CCB. It can have the flags of Colombia and the United Kingdom (they must be both).
- The use of other sweaters / cardigans / jackets is not allowed.
- For safety reasons, Early Childhood Section students will not use their cardigans or jackets tied in the waist.

Early Childhood:

Tiny Cubs, Toddlers and Nursery: Students wear the PE uniform as a daily uniform.

From Prekinder onwards:

Girls: White Oxford cotton, short-sleeved shirt, with round neck, with suspender strips, to be used tucked into the skirt. A green ribbon is used on the neck.

Medium grey skirt, with pleats, and crossed straps on the back. Girls may use grey lycra shorts under the skirt.

Boys: White Oxford cotton, short-sleeved shirt, grey inner collar, left side pocket with CCB logo embroidered in white, grey trim on the sides and straight edge to be used untucked.

Medium grey shorts with waistband.

Primary

Girls Grades Second to Fourth: White Oxford cotton, short-sleeved shirt, with round neck, with suspender strips, to be used tucked into the skirt.

Medium grey skirt, with pleats, and crossed straps on the back. Girls may use grey lycra shorts under the skirt.

Medium grey skirt, with pleats, and crossed straps on the back.

Girls may use grey lycra shorts under the skirt.

Girls Grades Fifth: Students will wear the daily uniform for Secondary students. Girls may use grey lycra shorts under the skirt. The girls have the option to wear pants.

Boys Grades Two to Four: White Oxford cotton, short-sleeved shirt, grey inner collar, left side pocket with CCB monogram embroidered in white, grey trim on the sides and straight edge to be used untucked.

Medium grey shorts with waistband.

Boys Grades Fifth: Students will wear a daily uniform for Secondary students.

Secondary

Female Students: White Oxford cotton, short-sleeved shirt, left side pocket with CCB monogram embroidered in white, grey trim on the sides and straight edge for use outside the skirt.

Medium grey skirt with pockets at the sides and hard waistband, fanlike pleat on the back. The skirt will have the CCB monogram embroidered in grey. The length of the skirt should be appropriate for school activities, 10 cm above the knee.

Girls may use grey lycra shorts under the skirt.

Male Students: White Oxford cotton, short-sleeved shirt, left side pocket with CCB monogram embroidered in white, grey trim on the sides and straight edge for use outside the pants. Medium grey long pants with waistband.

Secondary students can wear PE uniform, on PE day, theatre day, and Wednesday. For art class they must wear their daily uniform. We recommend the usage of an apron.

3.12.2 Gala Uniform

On gala occasions, Primary (from 4th grade) and Secondary students will wear a green jacket (blazer), and a grey tie with green oblique stripes with their daily uniform.

Jacket Description: Green cloth, two patch pockets, left upper pocket with school coat of arms; metallic gold buttons, opening in the centre (not to be crossed).

3.12.3 Physical Education Uniform

Students must attend physical education classes with the following uniform:

V-neck T-shirt in green smart fabric, white stripes on the shoulder and the CCB monogram on the left side. The t-shirt will be cut depending on the gender of the user.

Shorts in grey cloth, white on the sides, with the CCB monogram embroidered on the right leg. The cut of the shorts conforms to the gender of the user.

It will be optional to wear sweatshirt trousers from the CCB.

Green socks and tennis shoes. Tennis shoes should be suitable for sports, with laces to avoid risk of injury and to facilitate the practice of activities such as running and jumping. Students in Toddlers, Nursery y Prekinder may use tennis shoes with Velcro.

For all outdoor sports activities students must use sunscreen unless they have a medical restriction.

3.12.4 Swimming Uniform

Students may only enter the swimming class or the scheduled activity when they appear in the corresponding uniform and wear it properly:

All students must wear the correct swim wear bearing the CCB logo. Girls who prefer to wear regular swim wear may do so.

All Early Childhood and elementary students must wear a long sleeve swimming vest as well as adequate sun protection.

No jewellery or accessory items should be worn during swimming lessons, as this may present a hazard to themselves and to others and can also disrupt the lesson.

Pool users with long hair must wear a swimming cap whilst in the pool.

Sun protection must be applied before entering the pool unless there is a medical exception.

NOTE: All personal belongings (pants, bathing suits, towels and sweatshirts) must be clearly labelled with the student's name.

3.12.5 Uniform for Extracurricular activities, Official Delegations and Sports Teams

All students who participate in extracurricular sports activities or Representative Teams must wear the uniform established for each sports discipline for competitions.

For practices the physical education uniform will be allowed except in swimming and gymnastics.

Students must have protection elements, for the practice of sports that require protection elements, such as gloves, shin guards, helmet, protection for hands, elbows and knees. If students do not have the required items, they can purchase them at the PTA.

The designs of the uniforms of Extracurricular, Official Delegations and Representative Teams must be approved by the Directive Council. The colours used in the uniform must be institutional colours.

Basketball: Basketball uniform and shoes for this sport.

Soccer: Soccer uniform, long socks in green or white, cleats, and shin guards.

Gymnastics: Leotard and shorts.

Volleyball: Volleyball uniform and athletic shoes.

Judo: Judogi consisting of a jacket, pants, and belt.

Swimming: CCB swimsuit, swimming cap, and goggles. Girls who prefer can also use the regulation swim shorts.

Skating: Skating uniform, skates, helmet, hand, elbow, and knee protection.

Table Tennis/Track and Field: Physical Education t-shirt and shorts, socks, and athletic shoes.

Whenever students belonging to CCB sports teams or official delegations participate in internal, local, or national events, they must present themselves neatly dressed in the sweatshirt uniform (pants and jacket), t-shirt, and shorts designed for physical education.

3.12.6 HOUSE Uniform

As it has been a tradition at CCB, the Early Childhood, Primary, and High School sections will periodically plan activities in the academic, cultural, and sports realms, involving students grouped by HOUSES. For these activities, students will wear their Physical Education shorts and the representative t-shirt of their HOUSE: Red for Canning, yellow for Ferguson, dark blue for Rooke, and green for O'Leary.

The use of the HOUSE t-shirt, in all sections, will be exclusive for the day when this activity is scheduled. In Primary, on the dance day, students can also wear the HOUSE t-shirt. In High School, the HOUSE t-shirt can also be worn on the day they have Physical Education.

3.12.7 Laboratory Uniform

Students must wear the following protective items when handling chemical substances in laboratory practices: White lab coat, protective goggles, and heat-resistant gloves, latex gloves, or nitrile gloves if necessary. Employees responsible for practical preparation must wear a full-face respirator or protective goggles and a white lab coat.

3.12.8 Use of Face Masks

During periods when authorities require the use of face masks, the school recommends parents to acquire face masks that:

- Comply with national or international standards. For proper use, it is recommended to review the information from the Centers for Disease Control and Prevention (CDC) at <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/types-of-masks.html>.

Common face masks and specialised masks like N95 masks can provide different levels of protection depending on the type of mask and how they are used. Open-weave fabric products offer the least protection, multi-layered fine woven fabric products offer more protection, well-fitted disposable surgical masks and KN95 masks offer even greater protection, and properly fitted respiratory masks approved by NIOSH (including N95 masks) provide the highest level of protection.

Regardless of the chosen product, the face mask should fit well (i.e., snugly fits the face without gaps at the edges or around the nose) and should be comfortable enough when worn correctly (covering the nose and mouth).

If choosing to use fabric face masks, it is recommended that they have:

- A good fit on the nose, mouth, and chin to prevent leaks
- Multiple breathable fabric layers (minimum 3) with a tight weave
- Nose wire
- Fabric that blocks light when held in front of a light source with an appropriate design or pattern to avoid potential sharing among students.

Face masks should not have an exhalation valve.

3.13 IDENTIFICATION CARDS

Visitors must display the VISITORS name card in a visible place.

3.14 STANDARDS AND POLICIES FOR USE OF SCHOOL AREAS

All members of the educational community must follow the terms and conditions that are stated in the current School Handbook. Copies are readily available in numerous areas throughout the school.

Members of the educational community must behave in accordance with the rules of good conduct and civility in all units of the School. Members must respect others and participate in the care and maintenance of school assets and facilities of the institution.

During the health emergency period, all members of the educational community must comply with all Biosafety regulations in all facilities.

3.14.1 Standards in the Cafeteria

Students will pay for food purchases using the PayGo card or the platform provided by the cafeteria supplier for the school year. Families should reload the PayGo card through virtual payment systems and can also reload it with cash directly at the cafeteria counters.

Students must present their ID card to access the service and should know their personal code as a verification mechanism. The code is personal and non-transferable, even among siblings.

All cafeteria users, including parents and visitors, must respect the queues, maintain appropriate order, cleanliness, and respect.

Users should take trays, plates, containers, and glasses to the washing area and leave tables and seats in order. Disposable items and trash should be disposed of in the designated bins.

Students can only use the cafeteria during their section's recess periods. Students who do not use the cafeteria and participate in extracurricular activities must bring their own lunch or snack to stay healthy during the activity. They can also purchase snacks for extracurricular days by contracting with the cafeteria. If a student does not bring a snack, the cafeteria will provide the meal, and the Extracurricular Coordinator will inform parents and charge the meal cost.

13.14.1.1 Health Emergencies:

During health emergencies, all cafeteria users must comply with the protocols for providing education services under the alternating model and the implementation of safety practices at CCB.

All cafeteria users must respect the queues, organisation, and distancing of chairs and tables to ensure social distancing, wash or disinfect their hands, maintain order, follow instructions from teachers and adults in charge, among other guidelines. Masks must only be removed when consuming solid or liquid food.

3.14.2 Rules for Using the Exploratorium:

1. Students can only use computers and be inside the rooms when accompanied by a teacher, and they must carefully follow all instructions given by the teacher.
2. Bags, electronic devices, folders, or other items must be placed in the designated areas as specified by the teacher.
3. Any changes, additions, or modifications to the hardware, cabling, or software organisation are not allowed without the explicit permission of the Coordinator of Educational Technology Integration (Primary) / Design Coordinator (Secondary) or the responsible teacher for the classroom.
4. It is illegal to lend the school's proprietary software or create copies of it.
5. Computers must be properly shut down or put in sleep mode, organised, and ready for the next class. It is the teacher's responsibility to ensure that the room is properly locked when leaving.
6. Any anomalies or damage must be reported immediately to the Coordinator of Educational Technology Integration (Primary) / Design Coordinator (Secondary), and the student proven responsible for the damage must be held accountable.

3.14.3 Safety Rules for Design Classrooms

The following general rules are in place to ensure the safety of both teachers and students during work in the classroom:

3.14.3.1 Attire for Specific Activities in Design Classrooms:

1. It is mandatory for students to wear necessary safety equipment, including a lab coat (preferably cotton) with long sleeves and knee-length, always securely fastened, to protect clothing and skin, and protective eyewear.
2. Wear a lab coat (preferably cotton) with long sleeves and knee-length, always securely fastened, to protect clothing and skin.
3. Avoid wearing hanging accessories that could pose a risk when handling tools (earrings, bracelets, necklaces).
4. Keep the workspace clean and clutter-free.
5. Do not wear scarves, long handkerchiefs, or garments or objects that impede mobility.
6. For safety, tie back hair when using power tools.

3.14.3.2 Responsible Behaviour in Design Classrooms:

1. Students can only enter the classrooms when the teacher is present.
2. In the Design classroom, it is essential to be responsible for one's own safety as well as the safety of others.
3. Report any incidents or accidents to the teacher.
4. Students must carefully follow the teacher's instructions and clarify any doubts with the teacher.
5. Focus on the task at hand.
6. Avoid jokes in design spaces that compromise the integrity of both teachers and other students.
7. Students must walk cautiously within the design areas, always keeping aisles clear. Running, playing, and pushing are prohibited, as these behaviours can cause accidents.
8. Do not perform tasks in the Design classroom that are not authorised by the responsible teacher.
9. Use personal protective equipment correctly. Safety goggles must be worn whenever the practice requires it or as directed by the teacher.
10. Any damage to equipment must be reported immediately to the teacher. The user will be held responsible for any loss, breakage, or damage.
11. Avoid using equipment without prior training and supervision during use.
12. Respect the work and/or models of other students. Avoid touching or manipulating them without permission.

3.14.3.3 Hygiene Rules:

1. Eating or drinking is not allowed as food or beverages can become contaminated.
2. Carefully wash arms, hands, and nails with soap and water after handling materials and tools.

3.14.3.4 Orderly and Clean Work:

1. Students must keep their work area clean and orderly, and bags must be placed in the assigned area. Maintaining order and cleanliness is essential to prevent accidents.
2. Only necessary materials for the work session should be placed on the tables.
3. Materials and devices must be thoroughly cleaned after use in each activity.

3.14.3.5 Handling Hot Silicone:

1. Concentration is essential during this activity, and the machine must be positioned correctly to avoid skin burns.

2. Avoid contact with freshly applied silicone on surfaces, as it may be hot and cause burns upon contact.

3.14.3.6 Electrical Safety:

1. Any use of electrical tools must be guided by the responsible teacher.
2. To prevent accidental electric shocks, follow the operating and handling instructions of the equipment precisely.
3. When handling electrical appliances, always wear shoes and remain dry (even without sweating) and do not wet the electrical devices.
4. Avoid playing with cables conducting electricity.
5. If an electric shock is felt while handling electrical devices, stop using them and notify the responsible teacher immediately.
6. In case of a short circuit, immediately seek assistance from the responsible teacher.
7. Turn off lights and electrical appliances at the end of each session.

3.14.3.7 Rules for Design Spaces for Teaching Staff

The teacher responsible for laboratory practices must additionally comply with the following rules:

1. Under no circumstances should the student(s) be left alone in the design classroom without the supervision of their teacher or a responsible adult.
2. Supervise the proper functioning of the design classroom.
3. Coordinate activities taking place within the design classroom.
4. Monitor the administration and proper use of equipment and resources.
5. Promote and ensure compliance with rules related to the use of tools, safety implements, and proper use of materials by the students.
6. Check the status of outdated electrical connections and wiring that could cause electrical shorts or fires and report them promptly to the maintenance department.
7. When using the laser cutter, the extractor must be turned on, and office windows must be opened for proper ventilation.
8. The design space facilities should allow continuous airflow in one direction.
9. Provide students with information on the safe handling and behaviour of tools.
10. Enforce and verify compliance with rules related to waste classification.
11. Promote the implementation of practices for efficient water and energy use.

3.14.4 Rules in the John Patrick Cushnan Information Center

The John Patrick Cushnan Information Center includes libraries, classrooms with educational resources, audiovisual rooms, and meeting rooms within this centre. Users of this Information Center include directors, teachers, students, employees, and, in special cases, alumni and parents of the institution.

3.14.4.1 Policies and Procedures in Libraries

- 1) Users should follow the terms and conditions for the library and make use of this facility without hindering the work of others.
- 2) In the libraries, it is not allowed to enter thermoses, lunch boxes, briefcases, laptop cases or bags. These items should preferably be left in lockers, or on shelves provided outside the libraries.
- 3) In no case, must the libraries be used as places to carry out punishments or penalties.
- 4) The consultation terminals are designed to access of the database of the Information Centre and information already in place must, under no circumstance, be altered.
- 5) When a teacher with his / her group needs any of the libraries, he / she must make a reservation

in the weekly schedule prior to the day of use.

6) Student groups must be accompanied by their corresponding teacher, who is responsible for enforcing disciplinary rules and order; and make good use of material and facilities. Five minutes before the end of the period, students must organise their personal belongings and leave tables clean and seats in their place.

7) Those who misuse the library facilities, whether due to misconduct, lack of civility or cause damage to furniture or equipment, must be reported to their Section Head (or Coexistence Coordinator in Secondary), who will then determine the action to be taken as established in the Chapter regulating the Formative and Disciplinary Process of this Handbook.

Secondary Libraries:

Teachers can reserve the Secondary Library for research work with their students and request previous bibliography of the subject to be investigated. Only one group per period is allowed, considering the space available. In class hours, teachers can submit to the Secondary Library, under their responsibility, up to three students to perform bibliographic research, using the GI-BI-FT-01 format, after verifying the availability of the space.

Book Loans

Users must sign the loan cards that will be stamped with the return date. This makes them responsible for the material loaned by the school. Students from Secondary must present their school ID card to access the loan of books and materials.

If the material is not returned on the due date, a fine will apply for each business day that registers the absence of these materials. The user will not be able to borrow other material from any library until it is returned and updated on the database.

Users who lose or return equipment, teaching materials or books in bad condition, must pay the commercial value of that time for the replacement plus an additional 15% for technical processing of the book and shipping costs, in the case of imported books.

Reference Books will only circulate internally. Reserved books will only be held and reserved up until the first hour of the following school day; other books are provided for renewable periods, except when required for a special investigation and are given a "standby" treatment.

During the Christmas and Easter holidays, books will be lent to users who have made good use of the loan service and continue their enrolment with the School.

Students up to grade 9, administrative and service staff can simultaneously deliver up to three books / journals for a renewable two-week period. Students in grades 10 to 12 can borrow up to five books for the same period. Teachers can borrow up to five reference books or material items from the resource room with a one-month time limit, which is renewable if other users do not need such material. Before expiration, libraries will send a reminder note to users and their parents.

Books loans made in universities and/or university libraries, have agreements in which are governed by norms established, and the loan will be made through the responsible librarian. Users who intentionally remove materials from libraries without signing the corresponding loan cards will lose the privilege of using this service. The duration of this restriction will need to be agreed and authorised by the Head of the Information Centre and the Head of the corresponding Section.

For Secondary students, reservations made from Destiny have a period of 24 hours for which they need to be withdrawn from the library otherwise the reservation will be cancelled.

At the end of the school year, there will be a cut-off date for all users to gather their material and return them together with the safety requirements documents for libraries and resource rooms. Once this requirement is fulfilled, the Information Centre will sign the corresponding Good Standing

certificate.

Donations Policy: The Information Centre reserves the right to enter into its collected donations that correspond to the school's approach and curricular reach. In turn, those materials that are discharged in their inventories will be donated to requesting institutions.

3.14.4.2 CCB Research Policy

The research policy, at the Colegio Colombo Británico, seeks to meet the following objectives:

- 1) Through the formative investigation, the student must be able to construct own knowledge in independent form. Likewise, these skills are part of the set of competencies that a student, when graduating, must possess to participate in an intelligent and active way in the university, professional and in the society.
- 2) Research must support the academic educational processes not only for the generation of knowledge that feed the curricular contents, but also for the way in which the research culture enriches the methodologies and the perspectives to approach objects of study.
- 3) The learning that is carried out through research, culminating in each stage with a final work, should contribute to the development of the characteristics described in the profile of the learning community of the International Baccalaureate.
- 4) This policy reaffirms the School's commitment to academic integrity to achieve integrity in research processes, ethical awareness and copyright protection.
- 5) The Information Centre, through its libraries and resource rooms, is a fundamental support in the research process, both in its collections and in the services of its staff; to assist students in their research projects, and to teachers in their curriculum planning processes. The information centre has databases and reliable virtual libraries, refined and revised for their users to carry out research and academic bibliographic searches.

3.14.4.3 Policy and Procedures in Resource Rooms

No person may remove equipment from the School without written permission from the Head of Section, Headmaster or Administrative Director.

All users must return, to the resource rooms, all books and implements provided by the Institution before the end of the school year, in the same good state in which they were received.

If for some reason they no longer have them, or have caused partial or total damages, they must pay their corresponding commercial value in Treasury plus an additional 15% per Technical Processing of the book and shipping costs in the case of imported books. This is a prerequisite for the no debt certificate signature of students and teachers. Normal wear deterioration is considered according to the age of the users.

Audio-visual resources are provided to teachers when it is necessary for the programming of their classes. Teachers must personally return audio-visual material at the end of the class.

3.14.5 Policy and Procedures in the Copy Centre

Services for academic use have priority over services for personal use. The latter must be cancelled in advance in accordance with current rates.

All works of publications of academic nature of the School, whether prints, photocopies, ring or laminated, must be accompanied by the corresponding receipt specifying the number of copies, name of the budget and the signature of the authorised person of the section or department.

The work is done on the same order of arrival. Therefore, it is important to request them with due anticipation and verify the good condition of the original document to be photocopied.

3.14.6 Standards in Meeting Rooms and Auditoriums

A prior reservation must be made for the use of these facilities.

The resources and equipment in the meeting rooms and auditoriums are intended to support the academic structure and are not available for personal use outside the institution. Handling these items by students is prohibited.

Students must enter, stay, and leave the meeting rooms and auditoriums accompanied by their teacher, in an orderly and quiet manner. Putting feet on the seats is not allowed.

Teachers are responsible for the students' good behavior and the careful treatment of furniture and equipment. Those in charge of leading activities must ensure the proper handling of equipment, ensuring they are properly turned off after use, and that the room is securely closed.

No one is allowed to remove items exclusively meant for the meeting rooms and auditoriums without the corresponding permission.

The logistical setup and audiovisual support for the following meeting rooms are requested through a Service Order to the Maintenance Office, and any requests related to computer equipment operation are made to Systems.

People interested in using the meeting rooms must make their reservations during the appropriate hours in the following locations:

The AEB Laurence Auditorium with the Audiovisual Assistant, at phone number 555 5350 or extension 350.

The LA Maldonado Auditorium in the High School Office.

The meeting rooms (AV1 & AV2) at the Information Center, in the High School library.

The Dome, at the Early Childhood Library.

The Early Childhood Drama Room in the Early Childhood Office.

The Early Childhood Planning Room in the Early Childhood Office.

3.14.7 Safety Standards for Physics, Chemistry, Biology and Combined Sciences Laboratories

General rules for teachers, and particularly for students, that guarantee safety during work in the laboratory:

3.14.7.1 Clothing to work in the laboratory

1. It is mandatory that students wear a robe (preferably cotton) with long sleeves and knee length, always well buttoned, to protect clothing and skin. Protective goggles for chemicals and disposable latex, nitrile or heat resistant gloves if the practice requires it.
2. Do not use hanging accessories (earrings, bracelets, necklaces).
3. Store outerwear and personal items.
4. Do not wear scarves, long scarves, or clothing or objects that hinder mobility.
5. For safety, bind long hair.

3.14.7.2. Act responsibly in the laboratory

1. Students can only enter the labs when the teacher is present.
2. The essential standard in the laboratory is self-care and self-responsibility.
3. Keep the teacher informed of any event that occurs.
4. Students must carefully follow the teacher's instructions. Clarify any doubts with the teacher.
5. Stay quiet and focus on the work you are doing.

6. Work without haste, thinking every moment about what is being done.
7. Avoid jokes in the laboratory.
8. Students must walk carefully inside the labs, always leaving the hallways clear. Running, playing, pushing is prohibited, these behaviours can cause accidents.
9. The laboratory should not carry out work other than those authorised by the responsible teacher.
10. Use personal protective equipment correctly. The use of safety glasses is mandatory whenever practice requires it, or the teacher so provides. Contact lenses should not be worn during laboratory practice because splashing into the eye can aggravate the injury. If necessary, use prescription safety glasses.
11. Students may not enter the work areas of science teachers. Students may not enter the chemical store or preparation room without authorization.
12. Remain standing in the laboratory while the practice is being carried out, when sitting there is a risk of spilling substances.
13. Any damage to equipment must be reported immediately to the teacher or laboratory assistant. Any loss, breakage or damage will be borne by the user.
14. Students may not ask laboratory technicians to carry out all or part of the practices assigned by the teachers.

3.14.7.3 Attention to the unknown

1. Before starting a lab practice, you must know and understand the processes to be carried out.
2. Refrain from using chemical reagent bottles that have lost their label.
3. Without permission from the teacher in charge, one chemical should not be substituted for another in an experiment.
4. Avoid using equipment without having received prior training and without supervision during its use.

3.14.6.4 Handling of chemicals

1. Avoid inhaling chemical vapours. Never bring your nose close to inhale directly from the test tube. If on any occasion you have to smell a substance, the correct way to smell it is to direct a little of the steam towards your nose, helping yourself with your hand.
2. Never return the leftovers of the used products to the original bottles without consulting the teacher.
3. Both apparatus and chemical reagents should be away from the edge of the table.
4. Keep flammable substances away from the flames of lighters.
5. If tubes are required to be heated with these products, it will be done in a water bath, never directly on the flame.
6. To prevent splashing, never look into the mouth of test tubes or flasks when a reaction is running.
7. When products are mixed, it should generally be done in small amounts and slowly.
8. When diluting acids, always deposit the acid on the water, being careful.
9. Use the hood during practices where poisonous gases are released!
10. As a general rule, do not take any chemicals. The teacher will provide it.
11. Pipetting chemical agents by mouth is strictly prohibited. A special device must be used for pipetting liquids.
12. Use only the amount of product that is needed for the laboratory experience.

3.14.7.5 Hygienic standards

1. Eating or drinking is not allowed, as food or drink can become contaminated.
2. For legal, hygienic and mainly safety reasons, smoking is prohibited in the laboratory.
3. Make-up is not allowed when in the laboratory.
4. Careful washing of arms, hands and nails, with soap and water, after any laboratory manipulation and before leaving the laboratory. If there is any wound, it should be covered.

3.14.7.6 Work with order and cleanliness

1. Students must keep their workplace clean and orderly and suitcases must be located in their assigned place. It is essential to maintain order and cleanliness, to avoid accidents.

2. Only books and notebooks strictly necessary should be placed on the laboratory counter.
3. Surfaces with chemical spills should be cleaned immediately.
4. The materials and equipment must be thoroughly cleaned in each practice after use.

3.14.7.7. Glass handling

1. The use of tweezers or pliers is essential to avoid burns from hot glass implements.
2. Glass equipment that is cracked or broken should never be used.
3. Broken glassware should be placed in a glass container, never in the bin.

3.14.7.8. Use of gas lighters

1. If using a Bunsen burner, or other intense source of heat, containers with chemical reagents should be moved away from the burner.
2. Never heat flammable liquids with a lighter.
3. Close the lighter and the gas tap when not in use.
4. If you smell gas, refrain from: operating switches, turning on electrical appliances, lighting matches or lighters. Doors and windows should be opened, and the general key to the laboratory closed.

3.14.7.9. Liquid heating

1. Never heat a totally closed container.
2. Always direct the mouth of the container away from nearby people.

3.14.7.10. Chemical Reagent transport

1. Avoid unnecessary transport of chemical reagents from one site to another in the laboratory.
2. The reagent containers must be held by the bottom (base), never from the lid, and do not put them close to the body during handling or transport.

3.14.7.11. Other standards

1. The Chemistry laboratory must have properly labelled containers for the deposit of organic and inorganic waste.
2. All reagents, prepared materials and solutions must have their respective label, with relevant information such as: content, date of preparation, responsible, etc.

3.14.7.12. Electrical safety in the physics laboratory

1. Any experiment with electricity must be guided by the responsible teacher.
2. To avoid accidental electric shock, strictly follow the operating and handling instructions of the equipment.
3. Never plug equipment in an ungrounded plug or with cables or connections in poor condition.
4. When handling the inside of an appliance, always check that it is disconnected from the power source. It is forbidden to manipulate the inside of an appliance if it is being supplied with power.
5. When handling electrical appliances, always be dry (even without sweat) and wear shoes. Do not get electrical appliances wet.
6. Always consider that conductive cables carry electrical current.
7. The assembly or disassembly of a circuit must be done without passing current.
8. Whenever an electrical circuit is created or tampered with, it should be possible to interrupt the current.
9. Periodically, cables and plugs should be checked.
10. If when handling an electrical device, a current is perceived, its use must be terminated and the responsible teacher notified.
11. In the event of a short circuit, immediately go to the teacher in charge of the laboratory.
12. Turn off the light and electrical appliances at the end of the laboratory practice.

3.14.7.13. Laboratory standards for teaching staff

The teacher responsible for the laboratory practices must additionally comply with the following standards:

1. Under no circumstances should the student(s) be left alone in laboratory practice without the supervision of their teacher or a responsible adult.
2. Supervise the proper functioning of the laboratory.
3. Coordinate the activities that take place inside the laboratory.
4. Monitor the administration and proper management of equipment, resources, substances, chemicals, waste and physical spaces thereof.
5. Promote and verify compliance with safety regulations by students.
6. Ensure and verify the use of personal protective equipment by the students. Ensure safe work within the laboratory and supervise the practices that are carried out in the laboratory, where there should be at least two people.
7. Ensure compliance with regulations related to the use of equipment, as well as the handling of materials, use of instruments and / or reagents, as well as safety measures, by the students who carry out the laboratory experiences.
8. Verify the status of the connections and obsolete electrical wiring that may cause electrical shorts or fires and report to the maintenance area in a timely manner.
9. Avoid the presence of toxic gases in closed or unventilated spaces, where students or any other personnel are doing activities.
10. The laboratory room must allow the continuous flow of air in one direction.
11. Limit access to the chemistry laboratory to non-staff.
12. Give information to students on safe handling and behaviour around chemicals
13. Apply and verify compliance with the standards related to the comprehensive management of laboratory waste (chemical, ordinary, toxic).
14. Promote the implementation of practices for the efficient use of water and energy.
15. Keep at hand the safety sheets of the chemical products and chemical residues used in each laboratory practice.
16. Make sure that the containers of the chemical substances are in good condition and with the corresponding label (name of the product, hazard pictograms).
17. Observe the incompatibilities of each chemical substance.
18. At the end of each laboratory experience, the lights should be turned off, check that the gas valves and water taps are closed, as well as the windows and doors.
19. Have equipment - kit to deal with spills and chemical substances.

3.14.7.14. Rules for the teacher responsible for the laboratory

1. Make sure that the chemical substances are properly labelled. If there is no label, prepare the label that allows the sample to be identified.
2. It is relevant to warn about the need to store solutions of bases or acids in plastic or glass bottles respectively and not to store them in ground-mouth balloons. These containers must be properly labelled informing about their content, date of preparation and responsible person.
3. Use a dedicated storage site for chemicals.
4. Check that the storage site is kept in good order and clean condition.
5. Verify that chemicals are stored taking compatibility into account, by avoiding the expiration of stored chemicals.
6. Identify, according to the nature of the solvent and according to the compatibility table, the safe storage place in the laboratory for chemical substances.
7. Verify the requirements that the chemical storage site must have: drainage systems, ventilation, lighting, signalling, structure and security systems (against fire and for health).
8. Reagents that require refrigeration should be tightly closed and in safe, food-free refrigerators.
9. Avoid overloading the shelves.
10. Verify that the storage spaces of the substances present safe conditions, such as: adequate ventilation, away from hot areas and sunlight, connections and electrical sources. Keep a control and inventory of the substances that enter, use or expire at the laboratory.
11. Store chemicals in safe spaces and heights, in closets or on stable shelves (anchored to the wall)

at a height above eye level. Chemicals should not be stored at floor level.

12. Do not accept donations of chemical substances that are not required within the procedures developed by the laboratory because these will become a potential chemical waste.

13. Keep in mind the location of the safety data sheets and review them carefully.

14. Keep in mind the location of equipment, devices and emergency exits.

15. Receive training and update with a frequency not exceeding one year, on issues related to the processes of reception, classification, transfer and storage of chemical substances.

16. Handle items with personal protective equipment.

17. For large quantities of flammable liquids, store outside the laboratory in a safe space.

3.14.8 Standards in the Medical Department

During any period of health emergency, whether due to Covid 19 or any other cause, emergency care protocols will be adopted in accordance with the legal regulations in force, the measures of which may be as follows:

Students and workers should complete the "Self-report of health conditions" survey before leaving home or before starting their virtual activities ONLY in the following cases:

- If you have suspicious symptoms associated with Covid-19
- If you are a close contact of a Covid-19 case
- If you are returning from domestic or international travel

For collaborators, the link (<https://forms.gle/9DthBr7xE7LtABS86>) of the survey will be sent daily to their institutional emails. The completion of this survey is necessary to carry out epidemiological surveillance of Covid-19 in our CCB community.

In the event of symptoms, you must complete the survey in order to report it to the SST and the Medical Department and comply with the recent modifications to the guidelines established by the Ministry of Health and Social Protection that define preventive isolation as well as the criteria for Covid-19 testing:

In the event of symptoms, you must complete the survey in order to report it to the SST and the Medical Department and comply with the recent modifications to the guidelines established by the Ministry of Health and Social Protection that define preventive isolation as well as the criteria for Covid-19 testing:

- A. Isolation for seven (7) days of students or co-workers with Covid-19-associated symptoms (from the first day of symptoms), regardless of their vaccination status.
- B. Students or co-workers (especially if they are young) are not required to have a viral test. Diagnosis is made based on clinical criteria and epidemiological link.
- C. Students or collaborators with comorbidities, those over 60 years of age or children under three years of age, should consult their respective EPS.
- D. Asymptomatic students or collaborators identified as close contacts of suspected and confirmed cases, if they are fully vaccinated, are not obliged to do preventive isolation, although they should maximise basic biosecurity measures.
- E. Conversely, if students or co-workers who were close contacts are not fully vaccinated or have not been vaccinated against Covid-19, they should remain in pre-emptive isolation for seven (7) days.

- Students or co-workers may only return to their classes or classroom activities when the symptoms have disappeared and the 7-day isolation period has been completed. In case of a positive result, the student or staff member must be isolated for 7 days.
- Parents should report to the group director and the CCB Medical Department. Employees should report to the Occupational Health and Safety Department and to their line manager.

- If a student suffers from allergies that could be mistaken for Covid 19 symptoms, parents should send the treating doctor's certificate to Dr. Marcela Velasco (medico@ccbcali.edu.co) to avoid a situation where their child is not allowed in or is sent home. The adults in charge (Head of Section, teachers etc) will be notified.
 - In cases where there is evidence of non-compliance with this provision, the respective head of section and the rector's office will be notified immediately in order to define the corresponding disciplinary measures.
 - It is the duty of parents and collaborators to report to the CCB any case of Covid 19 infection that may occur in their family, people with whom they live or in their close environment, so that the institution may adopt the corresponding measures, as well as comply with the incapacity or isolation that their health service has indicated.
 - Persons presenting symptoms such as cough, fever, difficulty or pain in breathing, sore throat, headache, loss of smell and/or taste, physical fatigue or lack of strength or gastrointestinal symptoms (abdominal pain, vomiting, diarrhoea) will not be allowed to remain in the school and must return home and comply with the 7-day isolation according to the latest guidelines of the Ministry of Health and Social Protection.
 - Students, workers or contractors who, during the academic day, present symptoms suspicious of COVID-19 will be directed to the isolation area designated by the school, taking extreme security measures. In the case of students and after being assessed, parents will be informed immediately so that they can come within one (1) hour to pick them up from school. In the event of serious symptoms, the respective health service will be contacted and an ambulance service from the school's protected area will be requested immediately for transport to the nearest authorised health institution. In the case of employees or contractors, they will be referred to their respective health services.
 - In the presence of probable or confirmed cases of Covid-19, the Medical Department and/or the OSH Office will carry out an epidemiological encirclement in order to establish a possible infectious link and identify the persons with whom the allegedly affected individual had close contact, in order to notify them, follow up and validate whether other persons who had contact presented symptoms, activating the protocol defined by the health authorities and the College for this type of event.
1. When students are enrolled, parents must complete and/or update the online medical history form completely and reliably via the school's website. Parents must update the information in the event of any change in their child's state of health. These measures are essential in order to contribute to the safety and proper medical care of our students.
 2. It is the responsibility of parents to look after their child's health. Parents should not send sick children to school. Children who have been showing symptoms of illness for several days should be taken by their parents to their respective health service to avoid complications. Children with symptoms will be referred to the Medical Department, where they will remain until they are picked up by their parents or referred back to class, according to medical criteria. In the case of absence due to illness, this must be certified in writing and, if possible, the corresponding medical incapacity must be presented.
 3. The Medical Department attends to medical emergencies that arise during the school day, extracurricular activities or Saturday Sports School.
 4. The Medical Department can only provide management and medication for minor ailments and minor traumas. In more complex cases, initial care is provided and the student is referred to a medical centre.
 5. In the event that a student must take prescribed medication during the school day, they must bring the medication along with the prescription to the medical department. Teachers are not authorised to administer any medication. Parents must inform teachers in writing of any medical condition.

6. In case of illness, the student must present authorisation to leave the classroom, signed by the responsible teacher, if the Section is in class hours or during extracurricular activities. In the event of an accident, the teacher in charge or an adult from the section must accompany the student.
7. The doctor and/or nurse will provide the necessary basic medicines and sign a document with a brief report of what happened and the time of the student's departure, which must be given to the teacher by the student. More serious or relevant cases should also be reported to the respective Head of Section.
8. If the student is unfit to remain at school, the doctor and/or nurse must arrange for a parent or guardian to collect the student or authorise the school to transport the student to a medical facility. It is the duty of parents to pick up their sick child or send another responsible adult to do so within a reasonable time.
9. A medical report will be produced and given to the respective parent. The doctor must notify the Head of Section or Section Assistant who will be responsible for authorising the student's release.
10. In the case of a serious emergency when a student has an accident, he/she should not be moved; the doctor and/or nurse will be called to attend to the student at the site of the accident and inform the parents and the Head of Section of the accident.
11. The doctor and/or nurse informs the respective section when a student repeatedly enters the infirmary without just cause.
12. Early Childhood children will be accompanied by an adult whenever they need to visit the Medical Department.
13. For educational trips, sections must request the Medical Department (at least 5 days in advance) to be accompanied by a paramedic. At the end of the field trip, students who have suffered a health event or trauma must be taken by the teacher in charge to the Medical Department for assessment.
14. When a student requires a wheelchair or crutches for mobility within the school, parents must provide them. The Medical Department has a limited number of wheelchairs and crutches available for loan to those who have a health condition or who have suffered an accident that makes them unable to move around the school premises. When a student requires this loan, the request must be made by the parent via email to the Medical Department (medico@cbscali.edu.co) at least 24 hours in advance in order to confirm availability. The loan will be made for a maximum of three (3) working days. In case of loss or damage, the parent will be informed to assume the cost or repair of the equipment loaned to the student. Note: One of the wheelchairs must always be kept in the Medical Department in case an emergency transfer of a patient is necessary.
15. When parents fail in their duty of care for their child's health, such as: not taking the child for timely medical attention when symptoms occur, sending the child to school sick, or not picking up the child when the doctor has reported that this should be done within a reasonable time, the doctor will follow the following procedure:
 - First Time:** Report the situation to the Head of Section, who will request a written explanation from the parents.
 - Second Time:** Report the situation to the Head of Section and the Rector, who will summon the parents to provide an explanation of why the situation is occurring repeatedly and present possible solutions.
 - Third Time:** Report the situation to the Head of Section and the Rector, who will proceed to inform the Child Protection Committee.
The Child Protection Committee will analyse the situation and define the actions it deems appropriate, which may include reporting to the local authorities.

3.14.9 Standards in the Teachers Rooms and Offices

During the health emergency period due to Covid 19, it must be used in strict accordance with the Biosafety Protocols and distancing rules.

- 1) Students are not allowed to enter their classrooms without prior authorization from their teacher unless they are due to begin a class.
- 2) Students should not use the landline telephones that are situated in offices, except in the case of

an emergency. Prior permission is required from the Head of Section.

3) Teachers or students cannot be interrupted during classes to receive private phone calls, unless there is an emergency situation. Telephone messages for students should only come from their parents.

4) Only in an emergency situation may the student enter the administrative or academic offices during class periods.

5) Teachers will be responsible for keeping their room in order, keeping kitchen implements clean and turning off computers after use.

3.14.10 Standards in Classrooms, Halls and Lockers

During the health emergency due to Covid 19, all members of the Educational Community must comply with the Biosafety Protocols.

1) Students are not allowed to stay in classrooms during recess unless they have been granted permission from their teacher

2) Classrooms must be tidied up before the end of each class. Students will only be allowed to leave once these duties have been completed.

3) At the beginning of the school year, each student is assigned a locker that will meet the standards and that are in good condition. The student is responsible for keeping it clean and tidy and must sign it back to the school in the same conditions. Students from secondary must secure their lockers with their own lock. The lockers are the property of the school and it has access to the lockers at the time it requires the student.

4) In the Secondary it is compulsory to use the cubicles that are inside the classrooms, students must leave their bag there and inside it their cell phones, Apple Watch or other material that could interrupt the normal development of the class. Students must bring all the materials that are required in the class.

5) Students must not run in the classrooms and hallways, nor engage in games that may go against the personal well-being and environment of each section. Students should not sit in the hallways obstructing the entrance to classrooms, offices and restrooms.

6) Most sports facilities in the school offer student's temporary lockers for their personal use. Each student must carry an additional lock with them.

7) Adequate use of garbage cans should be made. Waste classification must be carried out for recycling.

8) Students must remain in the assigned areas corresponding to their section.

9) In Primary and Early Childhood, it is not allowed to organise birthday parties in classrooms (send invitations, bring surprises, piñatas, shows, etc.). Upon prior request, the teacher may authorise a sharing of a cake during the recess break with the student's class, without affecting the academic day.

10) In the Secondary, teachers can authorise students to exit a room, only when it is a class that is not immediately after recess, the student must go alone, he/she cannot take his/her cell phone. Teachers will not authorise students to go out to collect materials that have been forgotten.

11) In Secondary and Primary, it is forbidden to buy at food outlets at times other than lunch and recess. Students can only buy at the cafeteria point located or assigned to their section.

3.14.11 Rules in the Sports Zone

All users of the Sports Zone must:

- Always use the locker rooms for changing clothes.
- Make good use of materials and facilities intended for physical-sport activities, both during physical education classes and in training and special events in the company of their teachers or people responsible for the activity
- Show behaviour and discipline in accordance with the provisions of this School Handbook.

The users must enter with suitable footwear: soccer cleats for the football fields, sneakers for the machines and gym, Multisport Gym and other multisport fields. Those who are going to use the football fields must warm up outside in the green zone.

The Colegio Colombo Británico is not responsible for the loss of items that have been left in the Gym and / or other Sports Facilities.

3.14.11.1 Standards in the Multisport Gym

The Multisport Gym has been designed to fulfil the following duties: physical education classes, extracurricular sports activities, development of official internal and external tournaments, cultural programs and special programs of the Colombo Británico community.

The management, organisation and scheduling will be the responsibility of the Physical Education coordinators of the sections and the Coordinator of Extracurricular Activities. Special events, extraordinary requests and other exceptional situations will be analysed and defined by the Director of Sport and/or the Headmaster's Office.

The logistics, implementation and adaptation of the stage and sound will be the responsibility of the Maintenance Department, at the request of the section concerned, with the authorisation of the Director of Sport and the Extracurricular Coordinator.

No food or drink may be brought into or consumed in the Multiple Gymnasium area, with exceptions approved by the Headmaster's Office.

Users may only enter the facilities of the Multiple Gymnasium with the appropriate clothing, with the authorisation of a teacher or coach and at the assigned time and place.

For security reasons, students are only allowed to enter during recess if they are under the supervision of a teacher.

Under no circumstance are games allowed that go against the physical integrity of others.

All personnel that use the Multisport Gym should consider following the adequate care and maintenance of the equipment and bleachers there in.

The cancellation of a program planned in the facilities of the Multiple Gym, must be notified 15 days in advance, so that it can be offered to others interested in using the facility.

3.14.11.2 Terms of Use for the Pool

In accordance with Law 1209 of 2008, in Art. 4 subsection B.2), the CCB swimming pool is of restricted use. The following provisions apply to the use and loan of the pool:

1. Entry to the pool area is not allowed when the pool is under maintenance.
2. Entry and exit is only through the access gates.
3. Entry to the area must be without shoes and using the footbath, making sure not to contaminate the area around the pool to ensure compliance with the established health and hygiene requirements.
4. Persons with infectious diseases are not allowed to use the pool.
5. Individual or group entry to the pool must be authorised with the presence of a teacher or trainer who will be responsible for supervising the students, the facilities and the activity during the assigned time and hours. The teacher in charge must remain in the pool until all students have left.
6. All students must wear the CCB swimming uniform in order to enter the pool or scheduled activity.
7. All pool users must shower before and after entering the pool.
8. All pool users who carry out physical activities in the pool must use swimming goggles.
9. Thermos flasks, towels, goggles, snorkels and other items required for pool activities are for personal use and are not transferable.
10. The use of sunscreen or sunblock is recommended. The use of suntan lotion is not permitted.

11. No jewellery or items that interfere with the normal running of the class should be worn in the pool.
12. Toddlers enter the pool accompanied by the swimming teacher and a female teacher. Nursery and Pre Kinder children enter the pool accompanied by the swimming teacher and a teacher whose role will be determined at the beginning of the school year according to the characteristics of each group. The school has a swimming pool specially built for these age groups.
13. The pool and the surrounding area are intended for learning and training purposes. Under no circumstances are games that threaten physical integrity allowed, for example: running, or diving in a "cannonball".
14. Only equipment suitable for use in the swimming pool and authorised by the teacher in charge may be used in these facilities.
15. No food or drink may be brought into or consumed in the pool area and no gum chewing is permitted.
16. For safety reasons, containers and glass containers are not allowed in the pool area.

Schedule: Use of the pool is in accordance with the timetable established by the Swimming Coordinator: Monday to Friday between 7:00 a.m. and 5:00 p.m. and Saturday mornings until 12:00 a.m.

3.14.11.3 Appropriate use of the gym equipment - Gymnastics Area - Judo

- 1) Access to the gym is not permitted when the area is under maintenance.
- 2) You may use the gym facilities with the authorization and supervision from a physical education teacher or qualified trainer. A specific training program will be specially tailored and designed for each user. Any medical restrictions must be notified to the trainer or teacher in charge.
- 3) All equipment used must be left in their corresponding place. The teacher or trainer in charge of supervising will also be responsible for the equipment.
- 4) For safety reasons, devices and equipment must be unloaded.
- 5) The person responsible for damages to any equipment or material will have to reimburse the school with the cost of repairs or for the replacement.
- 6) Carry out activities in a climate of respect, tolerance and responsibility, maintaining good relations between members of the educational community.
- 7) Those that use the facilities are expected to maintain good relationships with other users by showing a respectful and tolerant attitude when carrying out their activities.
- 8) Appropriate behaviour is expected from all facility users.
- 9) The consumption of food or substances inside the facilities is not permitted, including drugs that stimulate muscular hypertrophy and / or mood.
- 10) For safety reasons, no glass containers or bottles are allowed in the facility.
- 11) No chewing gum is permitted.
- 12) The Gym is intended for the use of authorised sports and cultural activities.
- 13) The CCB is not responsible for personal injuries caused by inappropriate use within the gymnasium; those who do not follow instructions from the professional in charge; those who have not reported any important medical information.
- 14) Refrain from using the gym if you have any type of wound or injury or when experiencing symptoms of any infectious illness that can affect the community's health.
- 15) Follow the set schedule for the authorised activities.
- 16) Appropriate clothing must be worn when using the facilities: Trainers (clean indoor trainers), T-shirt, sweatshirt, pants, sports socks and personal towel. No shoes or socks are allowed in the gymnastics and judo areas.
- 17) For hygiene reasons, all equipment (benches, mats and machines) should be cleaned and disinfected by using the alcohol spray that is provided and located by each machine.

3.14.11.4 SPORTS EQUIPMENT LOANS.

Students and teachers (users) who wish to use sports equipment during breaks such as balls, hoops, rackets, etc., must present an identification document or student card to the personnel in charge of the warehouse, which will be returned to them when they deliver the implements, at the end of the break.

The user who loses or returns implements in poor condition, must pay the commercial value of replacement of the material at that time, so that the identification document is returned.

The user can lend the material for a period of up to a week, once this time has ended, if he has not returned the material, he must assume the commercial value of replacement at that moment.

For the use of implements in classes of P.E and Extracurricular, teachers must fill out the format assigned to the manager of the warehouse on Fridays before 3:00 pm with all the material required for the coming week. If there is any issue, it will be noted in the format.

3.15 TRANSPORT STANDARDS

3.15.1 BUS SERVICE

The bus transport only provides a door to door service to students who live within the urban perimeter, as long as the vehicle has safe access to the residence, without involving the execution of risky manoeuvres.

In accordance with the regulations in the Traffic Code, the transportation service for students residing in residential units will be provided to the unit's gate, if entering their home involves dangerous and illegal manoeuvres. The driver is the person competent to determine such risks in accordance with his experience and education.

Additionally, and in accordance with the regulations in the Traffic Code, as it is considered a dangerous and illegal manoeuvre, the bus is not allowed to enter the door or doors of residence in reverse, therefore in these cases the family must deliver and / or receive the student at the point closest to the gate without performing dangerous manoeuvres.

The routes are arranged so that students who live further away from school will be the first to be picked up and the last to be dropped off.

The school will provide an estimated student pick up and drop off time however these times may vary depending on the traffic along the route.

Bus routes and schedules may change throughout the year in order to accommodate new students, changes in students' home addresses, or heavy traffic in a specific part of the route. If this is the case all parents will be notified in advance.

Students need to be ready 5 minutes before the pick-up time at the agreed location. The bus will not wait for students who are not present at the bus stop and it will be the responsibility of the parents to take the student to school.

Since the transportation contract is annualised, parents will only be able to enter the transportation service for their children at the beginning of the school year in the month of August for the August-December period and in January for the January-June period. Applications that arrive after the beginning of the school year will be subject to availability of space on the route.

The suspension or withdrawal of the transport service by the parents during the period requires the payment of the contracted service during the entire period (August December or January to May).

Permanent changes of address or changes of caregivers must be communicated at least eight business days in advance to the transport office, through the Phidias platform, in which the new pick-

up and / or drop-off address or the name of the caregiver and the date from which the change begins to have effect. The change of address during the school year will be subject to availability of space on the route.

The School only offers the transportation services for clubs starting in 4th Grade.

Transportation updates must be requested two hours prior to the student's ride. For the 1pm trip, notification must be sent by 11 am. For the 3pm route, notification must be received by 1pm and for the 5pm route, notification must be received by 3pm. When the new arrival is required for the following day on the morning route. Parents must send the request through the Phidias platform. In addition, the family must send a communication indicating the exoneration of the school from all responsibility for the requested change to the following email address: transporte@cbscali.edu.co. In the case of separated parents, the communication must be sent to the school by whoever has custody of the child.

When a student who uses the transport service for any situation is not going to attend school, parents must immediately inform the Transportation office about said news so that the bus does not go to the residence, through an email if it is the day before and if it is in the morning through a call between 5:20 am and 6:15 am to the Transportation Coordinator or to the Head of General Services (312 2793400).

The driver or companion are only authorised to accept transporting items at the request of families or students to be delivered to the School. It is not allowed to receive items to be delivered to another destination.

In the case of separated parents, the change will be accepted when it is issued by the parent who holds custody, reported to the school at the beginning of the year. If they are not separated, the communication can be sent by either parent. The change of address during the school year will be subject to availability of space on the route.

Students transported after extracurricular activities that end at 5:00 pm can only be dropped off at the residence address.

The school may pick up or drop off students in the residence addresses agreed on the registration form. The change of address during the school year will be subject to availability of space on the route.

Failure to pay the obligations relating to the value of the transport service for more than two months will lead to the suspension of the service. The suspension of the service will be carried out on the first (01) business day of the third billing month, prior notification to the family by the transportation area in the previous week.

The school may occasionally provide students daily transport service with a fee that will depend on the number of routes for that month (see table), as long as it is within the urban perimeter, the address is in one of the existing routes and there is availability of seats on the route. The request must be made within at least a week in advance. These new services can be requested via the Phidias platform from Monday to Friday. Once the service is requested and confirmed by the Transport Office, the respective charge will be made, regardless of whether the service is used or not.

The transport service will be provided to students who are part of the Representative Sports Teams and Model UN, as long as there is space available on the route and a minimum number of 5 students to be transported.

Likewise, for those students who have the transport service and participate in the School Musical, they may be transported along with the extracurricular tours at 5 pm. For those students who do not have contracted transport, the service will be provided and invoiced per journey, as long as there is

space available on the route. No transport service will be provided to the following zones (Dapa, Mañanitas, Mameyal, Chorro Plata, Jamundi) unless there are at least 5 students per zone.

The school will keep the transport quota for those students who have school service and who participate in different pedagogical outings. This participation does not oblige the school to give any discount on the value of the contracted service not used.

The transport service may be used by school employees as long as there is space on the bus. Both teachers and administrative staff must be clear that priority for transport is given to the students.

3.15.2 Conduct on buses

Anyone who does not belong to the CCB community cannot under any circumstance board the school buses unless there is an authorisation notice from the transport department and school office.

Stationed buses will remain with their doors shut while at the school gate, until the bus attendant and driver are with them. Students will not be allowed to pass the gates located in the parking area until the bus is completely stopped, and the bus lady authorises the boarding of the bus.

Students should not sit or lie down, or leave luggage in the exit corridor when boarding the buses, since this makes boarding difficult. Teachers on duty must control these practices.

During the routes, everyone must remain seated and use the seat belt for their protection. Once a passenger boarding the bus is seated, the driver will start the bus.

Students should place their bags and belongings under their own seat and should not leave anything by the driver's seat. Students are responsible for taking their personal items before leaving the vehicle.

Doors should remain closed when buses are in motion. Only one door is opened for passengers to exit.

Students may not pass through the security gate without permission and may only exit the bus at the address on the registration form.

There are no reserved seats on the bus and seating should be according to age. Older students use the back of the bus, younger students sit toward the front. Early Childhood children should not sit in the first row of the bus. The adult supervisor will assign the seats, if necessary.

Students must wear School uniforms during bus rides. For extracurricular activities, the uniform for that activity is to be worn.

Hands, arms and extremities must remain inside the bus at all times. Do not reach out of the windows. It is forbidden to purchase anything through the windows.

Dispose of all trash properly and do not leave any trash on the bus and do not throw trash outside the bus.

Horse play, eating and drinking are not allowed on the bus, given the risk that this implies for the physical integrity of the users. Students can only drink water when the bus is stopped.

The bus attendant and the drivers represent the authority of the School, and students must show them respect and comply with their instructions.

In the event of any inappropriate behaviour of a student while on the bus, the Formative and Disciplinary procedure established in Chapter 4 will be followed.

School transportation services are not provided to students who, because of disciplinary action, must attend school after school hours. Transportation service will only be provided to students in detention, as well as those who stay to carry out activities other than extracurriculars, if there is space available on the route.

Teachers must travel on the bus assigned by the Transportation Coordinator and must support passengers in all matters related to the standards required on the buses.

Teachers who travel by bus have the duty to help with the surveillance and safety of students when they are in the parking area and inside the bus.

3.15.3 Transportation Rules for Early Childhood Students

Children under 4 should travel in seats suitable for their age and size.

Nursery students, with the prior written permission of their parents, may use the conventional bus seats, with proper use of the seat belt.

Upon the arrival of the Toddlers and Nursery children, the teachers and the companions accompany the children to their classrooms, delivering them directly to the corresponding teacher.

Bus ladies take Pre-kinder, Kinder and First grade children to the Section.

On their way home, Early Childhood teachers accompany their students to the bus area, making sure the bus chaperones are there to meet the children.

Bus ladies arrive promptly at 12:40 p.m. to meet these children.

Children must be on time at the bus departure area at the end of the school day, otherwise the child will not be taken home by the school bus, the school will contact parents to inform them of this.

Early Childhood children will be left at their homes only with the persons authorised by their parents, whose information (name, ID and photo) must be in writing at the School. Parents should give immediate notice when these people change.

Punctuality is required in the presence of the people who deliver the children at home in the morning. Otherwise, the child will not be picked up. It also requires punctuality in the presence of authorised persons who expect children at home in the afternoon. Otherwise, the child will not be left at home but will return to the school, and parents must pick them up.

3.15.4 Additional rules for drivers and bus ladies

- 1) Bus Drivers and bus ladies must follow and enforce the Biosafety Protocols.
- 2) Be friendly and professional to bus passengers. Both the driver and the companion should set a good example and if they have a disagreement it should not be in the presence of bus passengers. Go to the General Service to try to resolve any such disagreements.
- 3) Check the forms that register each student assigned to a bus and verify that all children boarding the bus are registered. In case of missing a student please notify the office.
- 4) Help children get on and off buses. Children should be given to the authorised person. Upon arrival in the home, if these individuals are not available, Early Childhood children and Second grade students must return to School.
- 5) When seating the young children on the bus do not sit them in the first row for safety reasons. Do not allow students to be transported on the side bench. Adjust the seat belt to fit the children, especially the smallest.
- 6) Check the bus after each route and deliver the forgotten items to the person or the secretary of the corresponding section.

- 7) Do not take money from students, for any reason.
- 8) Check that the rules are followed during the bus rides.
- 9) Deliver the correspondence entrusted to them carefully.
- 10) Record in the control book all the irregularities that are observed in the route: physical discomfort, failure to comply with the traffic regulations on the part of the driver, bad behaviour of the students, etc.
- 11) In case of general indiscipline, stop the bus until the situation is resolved.
- 12) Read daily the report of absences and record changes before starting the tour and verify that all students are on the bus.
- 13) Air conditioning in the bus will be on during the routes.

3.16 STANDARDS FOR STUDENTS NOT USING SCHOOL TRANSPORTATION

- 1) Cars at overcapacity won't be allowed to enter or leave the school.
- 2) Students who do not use bus transportation must arrive and be picked up promptly by their parents or previously authorised personnel in the designated entrance, according to the section that belongs to the youngest sibling. Students should not be dropped off or picked up outside the School premises.
- 3) Parents and students in Grades 11 and 12 may request permission to get to and from school driving their private vehicle and to use the school parking lot for grade 12 students.

The Section will issue 3 different cards:

Type A: 12th grade students - Drivers (only authorised to carpool 12th grade students and their siblings). Seniors who are authorised to drive in and out of the school should only transport their siblings and other senior classmates who have a car permit.

Type B: 12th grade students and siblings of 12th grade students - Passengers.

Type C: 11th grade students - Drivers (they are not allowed to take other students).

Said request will be authorised by the Head of Section, considering the following criteria:

A. For students in grade 12, the section may authorise the use of private vehicles as driver or passenger, under the following conditions:

1. That the parents grant written authorization and assume responsibility for what happens on the way and in the parking lot.
2. Have a driver's licence.
3. Parking of student vehicles is in the section assigned by the school, under the responsibility of the parents. The student must comply with the rules established in numeral 3.17 for the use of the parking lot.
4. Students can only bring in their car their siblings and grade 12 classmates duly authorised with a type B permit.
5. The student must meet all the academic and disciplinary requirements established by the section.
6. This privilege may be suspended by the section if the student breaches any of the following conditions: first time; 15 working days, second time; one month and third time; permanent suspension of the privilege of using the car park.

- 1) Parents may not pick up unauthorized students.

In case of breach of this rule, they will be responsible for all events that occur once the student gets into their vehicle. The School may apply to parents the penalty for non-compliance with parking regulations.

- 2) The school is not responsible for events that occur to students once they leave their premises or for any accident involving a student traveling or driving a particular vehicle.
- 3) Vehicles that pick-up children should be located in the exit assigned to their Section and the driver should not get out of the car. Students must leave using only the exit corresponding to their Section. When they are brothers, they must exit through the section assigned to the younger brother.
- 4) In Early Childhood parents can park to get down to tie their children's belt.

Authorization to Enter or Depart walking

1. Secondary students, who live 1 km around the School and are authorised by their parents, will be able to enter the School and walk out after 3:15 pm, with authorization from Headmaster's Office and with the corresponding waiver.
2. Primary students, who live 1 km around the School and are authorised by their parents, may enter the school and walk out after 3:15 pm, accompanied by a responsible adult, with prior authorization of the Headmaster's Office and with the corresponding disclaimer.
3. The School is not responsible for events that happen to students once they leave the premises.

Authorization to Depart in Private Vehicles

- 1) Students of Primary and Secondary who usually use private transportation, must be present at the exit shown on their authorization card provided by the section.
- 2) For students who occasionally use private transportation, parents must submit in writing using the format established an authorization, endorsed by the Head of the corresponding Section or the person he designates, to pick up their children at the School.

In Early Childhood: Parents must send the exit permit by e-mail to the classroom teacher, section secretary (ecs@ccbcali.edu.co), and to the Department of Transportation (transporte@ccbcali.edu.co), specifying the time of departure and name and identification of the person who picks up the child, before 9:00 a.m.

When the children are to be grouped together for a children's party, the hosts should pick them up at the Early Childhood Section Office.

In Primary: Teachers pick up permits and send them to the office.

In Secondary: Students must submit permits at the section office before the first recess ends. Authorised students must submit the special permit before leaving the School.

3) Departure Schedule in Private Vehicles:

The doors are closed after 20 minutes of departure time, and parents must go to the Section Office to pick them up.

The children will be delivered by the designated teachers who control the exit process, between 12:50-1:10 p.m. and 2:50-3:10 p.m.

Early Childhood: Access to Early Childhood. The Early Childhood exit closes at 1:10 pm and 3:10 pm when they have reinforcements or ECAs.

Primary Section: Access to Primary. The Primary exit closes at 1:10 pm and 3:10 pm

If, after that time, the children of Early Childhood and Primary have not been picked up, they will be taken to the corresponding office and will remain with the Secretary, Section Assistant or Extracurricular Coordinator.

Early Childhood and Primary students who stay for extracurricular activities will be picked up by their parents promptly at 2:50 p.m., in the place assigned for each section.

Secondary Students will be able to leave between 2:50-3:10 p.m. (exit by the main parking – Avenida La Maria).

On Fridays, all staff leaves at 3:10 p.m. Parents must pick up their children no later than 3:05 p.m. In case of delay, the students will be in the company of the assigned teacher.

Students who attend Sports School on Saturdays must be picked up at entrance No. 4 (Avenida La Maria) by their parents from 11:00 -11:15 pm.

Parents are reminded that from Monday to Friday, from 5:00 p.m., and on Saturdays after 11:15 p.m., there is no school staff other than security guards.

3.17 PARKING LOT RULES

1. Early Childhood parents must use the entrance located in front of Calle 10 (Entry No. 5), to drop

off and pick up their children. The exit is on Calle 10A.

2. Secondary and Primary parents can use entrances No. 4 (Avenida La María) and Entrance No. 9 (Avenida El Banco) to leave their children in the morning.

3. In the afternoon, Primary parents can only use entry No. 9 to pick up their children.

4. Parents who have children in different sections must leave and pick up their children for the entry assigned to the youngest child.

5. Parents are not allowed to park or leave students outside the school. All parents or guardians who want to leave or pick up students must do so inside the school.

6. The main entrance (gate No. 4) has two access lanes, which must remain in circulation (drivers must not park in any of them).

7. The Main Parking (parking for parents), located in front of Avenida La María, has four traffic lanes and four parallel parking areas, two on the right side and two on the left side.

8. Parents of all sections that come to school for meetings or to perform errands must park in the parking areas located in the main parking lot.

9. It is forbidden to park in the right lane (next to the Cafeteria) between 7:00 a.m. to 8:00 a.m. and from 12:30 p.m. to 5:30 p.m.

10. Parents cannot park their vehicles in parking lots reserved for school staff (during working hours).

11. EC and Primary Entrances (gates 5 and 9) are only to drop off and pick up students. It is not allowed to park at these areas to attend meetings or perform other errands in the school.

12. The maximum speed allowed inside the CCB is 10 km per hour.

13. In the parking lots and vehicular roads inside the CCB, pedestrians have the priority.

14. Children must descend from vehicles only on the side of the platform. Everyone must walk along the platform and cross in the speed reducers (zebras).

15. It is strictly forbidden to park on the traffic lanes, drivers can only park in the parking spaces next to the platforms.

16. At gate no. 6, there is a parking area for vehicles assigned exclusively to all teachers in the sections.

17. At gate No. 11, are located the car parks assigned exclusively to SENIOR students who are enrolled and authorised by the section.

18. At gate No. 4, are located the car parks exclusively for administrative staff, under assignment by the Security Department.

19. All vehicles entering the school premises must be duly identified with the vehicle identification card and registered in the system; if they do not have it, they must request it from the security office or email seguridad@ccbcali.edu.co.

Penalties for non-compliance

The CCB has adopted the system of detecting offenders through the use of photographic evidence, which will be applied as follows:

1. Film and/or photographic evidence is obtained showing the unsafe act or offence in which the person is involved.

2. An educational warning is given to the offender informing him/her that this is the first warning and that he/she must respect the parking rules, by means of a ticket placed on the windscreen of the vehicle, which must be handed in at the exit of the car park.

3. In the event of a repeat offence for non-compliance with the parking rules in the same school year, the offender may be summoned to the school's administrative area.

Compliance with traffic regulations

Drivers who access the parking lots of the Colegio Colombo Británico must always observe the rules of behaviour established in the National Traffic Code. In the event of any type of infraction generated by imprudence or lack of expertise by the driver, which in turn generates injuries to people, collisions

or breakdowns to vehicles and / or goods of the CCB or third parties, the driver or person responsible for the harmful act must respond legally and economically for the damages caused by their acts.

3.18 STANDARDS FOR PEDAGOGICAL, SPORTS, CULTURAL AND OTHER PROJECTS

The following extracurricular activities are developed in pedagogical, sporting, cultural and other projects that are developed during the school year, as a complement to the Institutional Educational Project and the included curriculum (Musical, UN Model, sports outings, Friendship Cup).

Any interested student can participate, voluntarily, according to their interests and strengths, but with the commitment that these projects demand.

REQUIREMENTS:

- 1) For camps with external providers, national/international sports trips and international trips (e.g. Barnardiston Hall Preparatory School, Hereford Cathedral School, BEO, exchanges), the family must be up to date with the school's financial obligations.
- 2) Commitment in the attendance and punctuality to the sessions of test, training or preparation, as the case may be, programmed by the coordination of the project.
- 3) Demonstrate skills and interest to improve in their process, according to the nature of the project with which they commit.
- 4) Willingness for teamwork and respect for peers.
- 5) Be up to date with all academic obligations, approve all your subjects and fulfil all the commitments that this requires.
- 6) Not having a disciplinary consequence consisting of suspension on the day of the activity. When trips involve overnight stay, the section may refrain from authorising participation in the trip when the student has had serious or very serious disciplinary consequences.
- 7) Take responsibility for catching up on the academic work that has been missed due to commitments generated by the project.
- 8) Assume the costs involved in the project, according to its nature. Parents will be notified of these costs in due course.
- 9) To comply with the internal regulations that the project has in its policies or protocol Handbooks.

Note: When a student fails with any of the aforementioned commitments, the teacher responsible for the project will report the situation to the Section Head to make necessary corrections, which may include appointment with the student, and/ or appointment with the parents. In the event that the student does not have the necessary corrective measures, the student may be withdrawn from said activity.

3.18.1 CAS (Creativity Activity and Service)

CAS is a central part of the Curriculum Programme. With its holistic approach, CAS is designed to reinforce and extend the personal and interpersonal learning that students have done in the PYP and MYP.

The three areas of CAS are defined as follows:

- Creativity: exploration and expansion of ideas leading to an original or interpretive product or performance.
- Activity: physical effort that contributes to a healthy lifestyle.
- Service: collaborative and reciprocal engagement with the community in response to a real need.

CAS enables students to demonstrate attributes of the IB learning community profile in practical ways in real situations, to grow as unique individuals, and to recognize their role in relation to others.

In CAS there are seven learning outcomes:

Identify in oneself strengths and areas where improvement is needed.
Show that you have faced challenges and developed new skills in the process.
Show how to initiate and plan a CAS experience.
Show commitment and perseverance in CAS experiences.
Show teamwork skills and recognise the benefits of collaborative work.
Show commitment to issues of global importance.
Recognise and consider the ethical aspect of decisions and actions.

It is a programme where each student has the opportunity to discover their strengths and skills, face their fears, challenge themselves in all areas to become a human being willing to offer their best to communities wherever they are, able to contribute to creating a better and more peaceful world, within the framework of mutual understanding and intercultural respect.

Students participate in CAS experiences that involve one or more of the three areas of CAS. A CAS experience can be a one-off event or a series of events.

In addition, students must complete a CAS project of at least one month's duration in which they show initiative and perseverance, and develop skills such as collaboration, problem solving and decision making.

The CAS project can address any one, two or all three of the CAS areas. Students use the CAS stages (research, preparation, action, reflection and demonstration) as a framework for CAS experiences and for the CAS project.

Students are required to conduct three formal documented interviews with their CAS coordinator or advisor. The first interview takes place at the beginning of the CAS programme; the second at the end of the first year; and the third at the end of the CAS programme.

CAS emphasises reflection, which is a cornerstone of a deep and valuable experience for students in this component. Reflection shapes students' learning and growth by allowing them to explore ideas, skills, strengths, limitations, and areas for improvement, as well as how they can use prior knowledge in new contexts.

This programme is an essential requirement for the diploma.
The experiences or projects that students carry out allow them to identify the needs of communities or others, locally or globally, where they dignify their being and avoid at all costs the welfarism that generates action that harms communities.

The CAS programme with its components responds to the provisions of Law 115 of 1994 as compulsory student social service, fulfilling the objectives of integrating students into the community, strengthening values, environmental protection, dignity, sense of work and free time.

3.18.2 STANDARDS OF EXTRACURRICULAR ACTIVITIES, TEAMS AND SPORTS SCHOOL

The CCB Guiding Statements (mission, vision, core values, slogan, motto, IB learner profile, ethos and philosophy) guide our school in the decisions we make for our students. The mission of CCB is to prepare our students for the challenges of the future, both cognitively (minds) and socio-emotionally (hearts).

The problems of the future are many, including environmental, political, social, economic and even personal. Our mission is to ensure that our graduates can face life's obstacles that stand in their way, and overcome them with tenacity. To fall down and get back up, to adapt to change, to cope with crises, you have to be resilient and have the strength of character not to give up. We believe that our extracurricular activities are one of many different CCB programmes that provide a platform to develop the skills and attitudes necessary to realise our mission.

Essential agreements are necessary to have a healthy, effective and efficient extracurricular programme (sports, arts and academic activities) that will shape and strengthen the following human traits/characteristics, thus preparing our students to face the challenges of the future:

- Respect (CCB core value)
- Tolerance (CCB core value)
- Responsibility (CCB core value)
- Solidarity (CCB core value)
- Honesty (CCB core value)
- Justice (CCB core value)
- Integrity (IB Learner Profile)
- Risk-Takers (IB Learner Profile)
- Commitment
- Character
- Leadership and Collaborative Work (CCB Ethos)
- Organisation
- Resilience
- Self-discipline

It goes without saying that the development of the above characteristics will have a direct and positive impact on the performance of our students in their chosen fields of interest.

Other connections of the Essential Agreements to our core foundations and principles:

Rationale and Principle	Your connection to the essential extracurricular arrangements
Our motto: Bringing peoples and cultures together through education.	Disciplined and committed teams or groups will be able to travel to different destinations both locally and internationally.
Our Slogan: Corazón Colombo - We Are One	We do everything with heart, with passion and we do things together, as a school, as a team.
The IB learner profile: Balanced	We understand the importance of balancing the different aspects of our lives - intellectual, physical and emotional - for the well-being of ourselves and others. We recognise our interdependence with others and with the world in which we live.
Ethical Statement (extracts)	<p>Excellence: Empowering every learner to reach their full potential in a holistic way.</p> <p>What do we do? We encourage pupils to take responsibility for their learning and to reflect on their moments of success and difficulty, so that they always find ways to improve their performance, in whatever field they are learning or engaging in.</p> <p>Good human beings: What do we do? We favour the affective-social development of moral awareness, the strengthening of values and positive behaviour. We promote healthy lifestyle habits and self-care as fundamental pillars of a quality lifestyle.</p>

	Leadership and Collaborative Work: What do we do? We carry out the training and education process by encouraging collaborative work among the members of the educational community. Students have the possibility to develop leadership skills, understanding that different roles can be assumed in collaborative work.
Philosophical statement (excerpt)	CCB offers various scenarios for the identification and development of talents in students.

In addition, we are a Round Square school, and the IDEAL of Adventure, states: "A spirit of adventure is characterised by those who push themselves beyond their perceived limits, cross boundaries and discover that they are capable of more than they thought. It encompasses a readiness to take risks, face a challenge and persist against the odds and in the face of possible failure".

Therefore, to ensure proper implementation, and to honour our foundations, students and their families must adhere to the following essential agreements:

Attendance

Students must attend the following MINIMUM number of sessions per week (Monday to Friday)
 EC and Primary - one session per week (two sessions per week recommended)
 Bachillerato - two sessions per week (three sessions per week recommended if offered by the school).
 A student may not miss more than three (3) ECA sessions in a semester without a justified reason, e.g. medical appointment or disability. Birthday parties, holidays/extended weekends and "academic demands" are not valid reasons and will be considered unexcused absences. Make-up/remedial classes are excused absences on the condition that the student attends the second hour of the extracurricular session. Three unexcused absences will result in the student losing their place in the activity until the following term. Parents will be invoiced for one more month of the remaining months of the respective period in order to be able to meet the agreed budget for this period.

Participation in recreational activities

Students/families may opt for recreational participation. It is the family's responsibility to inform the teacher/instructor so that the school is aware and does not enroll the student in competitive events. Students must continue to comply with essential agreements.

Appearance and Image

- Students must wear an appropriate, clean and complete uniform for the respective activity - for practices/rehearsals and games and/or performances/events.
- Students may not use electronic devices during practice/rehearsals or specific events (unless authorised by the teacher/instructor).

Syllabus

- Students should strive in the appropriate curricular activity (e.g. music or physical education classes) to be a role model for their peers in their chosen field.
- Make a special effort to maintain an academic level that allows the student to attend all extracurricular sessions, and not be absent for reinforcement or make-ups.
- A student who fails two or more subjects may not miss regular classes and therefore may not participate in extracurricular events held during the regular timetable.
- Students must set an example of discipline to their peers and younger students.

Healthy lifestyle choices

- Students should always have the following for physical activities: water bottle or thermos, sunscreen (for outdoor activities) and a healthy snack for before and after the session.

- Students should come to ECA sessions, especially physical activities, properly nourished and hydrated. This consists of having consumed food of high nutritional value, containing protein, carbohydrates and healthy fats.
- Especially for physical activities, students should eat lunches with a high nutritional value, and avoid junk food such as pizza, hot dogs, chips, etc. These foods do not provide the necessary nutritional values for physical activity.
- Especially after physical activities, students should eat foods of high nutritional value, preferably foods with a high level of protein for muscle recovery (such as fruit). The body's glycogen stores are used as fuel during exercise, and consuming carbohydrates after training helps to replenish them. This aids muscle recovery, contributes to muscle growth and breaks the fast between lunch and dinner.
- Students should get at least eight hours of sleep per night for optimal performance.
- Optional and recommended for primary and secondary school students: in particular for physical activities, students must commit to physical conditioning apart from training (stretching, weight training (from 9th grade onwards), jogging, pilates, yoga).

Compliance with these agreements has a positive impact on the well-being, team spirit and performance of the respective extracurricular group.

Any interested student can join the activities offered in the ECAs timetable, whose age is within the stipulated ranges, according to the specific characteristics for each programme area.

3.18.2.1 REQUIREMENTS FOR ENTRY and/or WITHDRAWAL:

1. The parent and/or guardian must complete the enrolment process at the beginning of the school year through the phidias platform that officially enrolls the student.
2. A medical certificate must be presented at the time of enrolment and must be on file at the School's Medical Department.
3. Students wishing to enter the programme must complete the enrolment process before the deadline stipulated in the circular. After this deadline, they must apply for enrolment before the 20th of each month by e-mail, after validating the availability of places in the activity with the ECAs Coordination.
4. The periods for enrolment/withdrawal from these activities will be from September to January and from February to June, without exception. Only medical incapacity or a situation that is authorised by the programme coordination or a situation that is authorised by the programme coordination will be considered as just cause for withdrawal from the ECAs programme.
5. Withdrawal from ECAs for the period February to June must be submitted by email to the ECAs office by the parent before January 20th.

3.18.2.2 DUTIES OF STUDENTS IN EXTRACURRICULAR ACTIVITIES AND SPORTS SCHOOL:

To attend their activities and practices on a regular basis. Failure to attend classes 3 times during the semester, without a justified cause, will result in a warning to the student and parents, and repeated non-attendance may result in the student being withdrawn from ECAs.

1. Comply with the timetable stipulated by the school for the beginning and end of activities: 1:10 pm - 2:50 pm (EC and Primary); 3:10 pm - 4:50 pm (Baccalaureate).
2. Do not leave class until the end of the class. In the case of an urgent need for early dismissal, an authorised email must be sent by the parent stating the reason and approved by the ECA Coordinator and/or Athletic Director.
3. Attend classes or practice sessions in the uniform established for each sporting discipline.
4. Participate fully in the activities and events to which they are invited and/or selected, showing a sense of belonging to their group and strengthening their team.
5. Attend classes maintaining the rules of personal cleanliness.
6. Maintain order and discipline in the facilities where practice activities take place.
7. Maintain good conduct by loyally complying with the rules and regulations of the programme.
8. In order to maintain the academic and disciplinary performance required by Colombo Británico, and to encourage the practice of sports, students in Primary and Secondary will be obliged to

attend the academic reinforcements called by their teachers and will begin their practices once these are finished. Once the reinforcement or recovery process is finished, they will start their practices in the usual timetables and will be taken into account in the school's representative teams and exchange trips.

9. Comply with the other provisions that, during the programme, are determined by the ECAs Coordination and Sports Management.
10. It is important to bear in mind that failure to comply with these rules, in terms of personal, disciplinary, academic performance and/or attitude, will limit the possibility of participating in tournaments or official events to which the school is invited.
In Primary the teacher (CRT) will inform the student and parents of this decision.
In Secondary, the Head of Section or his/her delegate together with the ECAs Coordinator or the teacher in charge of the activity will inform the student and parents of this decision.
11. Do not attend ECAs if you are incapacitated.

3.18.2.3 SCHOOL TEAMS: Students elected to represent the school in sports events must:

- 1) Be enrolled in the Extracurricular Program and meet the requirements established to be selected in the representative teams.
- 2) Students who agree to be part of the School's Sports Teams will be required to sign together with their parents a form in which they accept their commitment as representative athletes in the different events to which they were summoned.
- 3) Attend on time and participate in the training to which he was quoted, constantly striving to improve his sports results and justify his absences properly if any occur. Compliance with Attendance and Punctuality requirements (Subsection 3.18.2.2 School Handbook)
- 4) Athletes of Leagues / Clubs / Schools of sports that duly certify their attendance to the training sessions can be part of the representative teams if the coach or coordinator of the area considers it.
- 5) In team sports, these students must attend training sessions with their fellow teammates, in order to make any adjustments that are considered necessary.
- 6) Be up-to-date in the performance of your academic duties and have good disciplinary behaviour.
- 7) Use the appropriate clothing and requirements of your sport discipline.
- 8) In case of sick leave, the recovery processes will be followed up, and authorization from the physician will be required in order to resume their workouts.
- 9) Have good discipline, behaviour and respect towards your teammates, adversaries, teachers, judges, managers and be attentive to the teacher's instructions.
- 10) Comply with Fair-Play in its entirety.

The outings of students participating in extracurricular activities, school teams and Sports School will be subject to the policies for Pedagogical Projects and Pedagogical Outings provided in this Handbook.

3.18.2.4 DUTIES OF TEACHERS IN EXTRACURRICULAR ACTIVITIES, TEAMS AND SPORTS SCHOOL

- 1) To elaborate and to apply the corresponding programs for the extracurricular activities, Sports School offered by CCB.
- 2) To promote the development of the attributes of the profile in the sports or playful practices, keeping in consistency with the educational program of the School.
- 3) Comply with the established deadlines to fill out and deliver documentation required by the school such as planning, attendance lists and reports of accidents or disciplinary situations.
- 4) To foster the progress made by each student.
- 5) To prepare implements that will be used in class or during activities and once these have been completed, return them in their entirety to its original place of storage.
- 6) To initiate and finalise the work sessions on time.
- 7) To maintain adequate personal appearance, wearing the complete uniform in all activities promoted and organised by the School.
- 8) To give a courteous and appropriate treatment to the students, teachers, parents and people related to the program.
- 9) The teacher should ensure that students, after practice, are located on the corresponding bus route or in the appropriate place to be picked up in a private vehicle.
- 10) In case of accident or illness of a student, you must follow the Procedure for use by the Medical

Department.

11) To ensure good use of facilities and materials.

12) To make sure the School disseminates the achievements at individual and collective level through its assemblies, bulletins, and website.

3.18.2.5 PARENTAL DUTIES AND OBLIGATIONS IN EXTRACURRICULAR ACTIVITIES, TEAMS AND SPORTS SCHOOL

1) Support your children during established practices and schedules.

2) Guarantee the permanent and continuous assistance of your child.

3) Communicate in a timely manner to the School when your child is unable to perform sports activities or practices.

4) Comply with the deadlines established when handing in the authorization for your son/daughter to participate in the event they have been invited to.

5) Collaborate with good presentation, personal grooming and care of your child's sports uniform.

6) Use the regular channels offered by the program, to solve possible problems that arise during practice (teacher, sports area coordinator, assistant for extracurricular coordination and Extracurricular Coordinator).

7) Provide ideas and offer permanent support and collaboration for the benefit and development of the programmed activities.

8) Refrain from giving directions to your children during activities, which may distract or confuse students in relation to those already provided by the teacher in charge.

9) Use the spaces designated for parents by the Head of Extracurriculars and Sports School during sports practices.

10) Request that your children be sent home when they have a medical disability or are ill.

11) Ensure adequate rest for your children on Fridays, when they are part of the Sports School, bear in mind the physical implications that an inadequate rest entails.

3.19 STANDARDS FOR SPORTS PARTICIPATION

In the case of student athletes wishing to participate in sporting events that interfere with the school day, it is established as the corresponding procedure for the processing of applications for authorization of such participation considering that there are 2 possible cases:

1) Sports students who perform their training at the Colegio Colombo Británico within the Program of Extracurricular Activities and / or Sports Teams and wish to participate in sporting events on behalf of the Colegio Colombo Británico. This case is considered a Sports Project, so it is governed by the Rules for Pedagogical Outings and the specific rules established for Extracurricular Activities, Teams and Sports School.

2) Sports students who train in Clubs, Sports Leagues or Sports Training Schools, and do not take part in the Program of Extracurricular Activities and / or Sports Teams and wish to participate in sporting events on their own or the Colegio Colombo Británico. The CCB will support and cooperate with a request of this nature, when it receives a letter from the institution confirming the invitation, and a letter from the parents requesting authorization and committing themselves to assume supervision and security during the event, and the approval of the corresponding Section with respect to the compliance by the student with the profile and academic and disciplinary requirements.

3.20 STANDARDS FOR PEDAGOGICAL OUTINGS

Annex 4 of the Educational Institutional Project (PEI), Instructive of Pedagogical Outings, aims to establish the guidelines and policies related to the administration of these in the School and to comply with the guidelines of the Ministry of National Education

Procedure: The sections deliver on the established dates the Format Program of Pedagogical Outings (published in the PEI) to the secretary of Headmaster's Office. This information will be submitted to the Directive Council for approval.

Once this schedule is approved, the School Procurement Department is sent to implement the Purchasing Process Plan (published in the Staff Handbook) and the Headmaster's Office notifies the Ministry of

Education, on the established date.

The steps to be taken before each educational outing are as follows:

- 1) Sections inform parents or guardians in advance about the educational outing and must have their written authorization for the participation of their children.
- 2) The Headmaster's Office verifies that the sites to be visited have adequate safety and sanitation conditions, as well as to apply the Purchasing Process Plan in the event that an outsourcing is chosen in the transport service.
- 3) The Sections notify the Administrative Coordinator, the Head of Security and the Human Resources Coordinator, the names of the participants at the outing (students and teachers), dates and places, so that the collective student protection policies and the teachers' ARP adequately cover them.
- 4) In the event that a pedagogical outing not included in the Program of Pedagogical Outings will be programmed to the Ministry of Education, the Headmaster's Office must, prior approval from the Directive Council, request a special permit before the regulatory team of the Municipal Education Secretariat. If the permit is approved, it is included in the Program of Pedagogical Departures and the same procedure is applied. If not, the pedagogical outing is cancelled. Therefore, this type of additional outings will only be considered when presented with a minimum of 10 days in advance.
- 5) Once the field trip has been presented to parents, the school may make decisions on minor changes that do not affect safety, cost or the programme presented.

Note:

- 1) For safety reasons, all those attending the educational outings must leave the School, and return to the same, in the official transport established by the School.
- 2) It is only possible to program a pedagogical outing per grade, in each academic year, when it involves air transportation and is for all students in the grade.
- 3) For any sports, cultural or academic leave or invitation that the School will make, parents will be informed at least 8 days before. When it involves overnight stays, parents must be informed at least one month in advance.
- 4) In the secondary school section, students are selected to participate in the outing, taking into account criteria such as discipline and academic performance, using a rubric that can be used for the selection of students.
- 5) The participation of the students in the educational outings must be authorised in writing by the parents, accepting the conditions established and assuming the commitments to which it may result.
- 6) In the pedagogical outings in which the section defines that there must be accompanying parents, the following rules apply:
 - Parents accompanying the educational outings receive an informative instruction about the role they must play in these, which they must sign.
 - The parents must support the teachers in the fieldtrips, being responsible for assuming the tasks assigned by the Coordinator of the fieldtrip.
 - Accompanying parents can only take pictures of their children, unless requested by the Fieldtrip Coordinator.

3.21 HOUSE SYSTEM RULES

For the purposes of sporting and disciplinary organisation, in October 1956, the student body was divided into four HOUSES. The Houses were named after 4 British heroes who took part in the liberation campaign: George Canning (England), General Daniel Florencio O'Leary (Ireland), Colonel James Rooke (Ireland) and William Owens Ferguson (Ireland). They were assigned distinctive colours Canning red, O'Leary green, Rooke blue and Ferguson yellow.

CASAS activities involve all students enrolled at Colegio Colombo Británico and their teachers with the support of alumni, management and parents. During the CASAS activities, the rules of the School Handbook apply. In the case of absences due to leaves of absence or unexcused absences, the student must make up the day in a special activity that will be scheduled during extracurricular hours. If the student fails to make up the absence, he/she will be summoned again.

All CCB teachers and staff, except Early Childhood and SLT, will be assigned to one of the houses.

In Early Childhood, CASAS activities are introduced in order to foster a sense of belonging, but these are non-competitive in nature. Given the ages of the children, teachers are not assigned to any particular HOUSE.

Justification

- Sense of belonging to the CCB
- Relationship with Great Britain
- Ties of fraternity between students, alumni, directors, teachers and parents
- Core values and attributes of the CCB. / IB community profile
- Constructive use of free time and prevention of addictive and / or abusive behaviour
- Motivation towards the satisfaction of the goal achieved with effort and perseverance, giving the best of themselves.

3.21.1 Captains/Vice-Captains and HOUSE Representatives - see Chapter 6.4

HOUSE Captains are responsible, together with the HOUSE Coordinator and HOUSE Heads, to plan and execute the activities of each HOUSE.

In Secondary the House Captains will be 10th grade students, elected by the members of their HOUSE from the whole section, in a democratic election. The House Captains will have support in class representatives.

In Primary and Secondary this function will be exercised by students of each HOUSE of each grade, chosen by the members of each HOUSE, in each grade. In Secondary, for this election, at least 3 students who meet the established profile will apply. House Captains will have support in class representatives.

3.21.2. HEAD OF HOUSE PROFILE.

The Grade Coordinators chosen by the Head of Section of Baccalaureate, exercise this role, without necessarily being assigned as Head of HOUSE given that there are 7 teachers. They are expected to have

Excellent relationship with colleagues and friends. Work in an integrated way with other colleagues, in such a way as to project union, collaboration and benefit for the educational community.

- Dynamic, collaborative, with initiative, good group management, tidy, open-minded and a good communicator.
- Promote a sense of belonging to the Houses, in accordance with their philosophy and values.
- They support the Houses Coordinator in the planning, organisation and development of the different events, as well as in the evaluation of the activities carried out and suggest corrective actions.
- They have the capacity to offer critical judgements and possible solutions that help the improvement and progress of the components of the house.

3.21.3 Functions of the Houses Coordinator.

1. Coordinate the activities of Houses with the different bodies of the College: Heads, Captains and Representatives of Houses, Academic Section, Alumni Association, PTA, CCB Communications, Maintenance, Coordination of the College's Environmental Programme, Arts Area, Design Area and CAS Programme.
2. Evaluate jointly with the Heads of House, Captains and Representatives the activities carried out and apply the necessary corrective measures.
3. Carry out, with the support of the Heads of Houses, the nomination and election of the Captains and House Representatives by means of an electronic form.
4. Promote and lead the registration of students for special events and activities.
5. Manage orders of elements and services of judging and support necessary for the activities: sports equipment, awards, medals, awards, referees and human resources necessary for the development of the activities.
6. Coordinate and manage the logistics of the programmed events:
 - Request for spaces to the sections

- Request to Maintenance for special equipment: sound, marquees, transport of equipment.
 - Informing Communications about the events for the preparation of bulletins and dissemination through the school's media, website and social networks.
7. Provide periodic reports to the Director of Sport, Head of Section or their delegate, on the activities carried out.

3.21.4 SCORING AND ACKNOWLEDGEMENTS

Some of the academic, sporting and cultural activities will be conceived as competitions.

The HOUSES are awarded points distributed as follows: 10 points to the 1st, 7 points to the 2nd, 5 points to the 3rd and 3 points to the 4th, which are to be added up half-yearly and published in newsletters and notice boards and at section assemblies, at which they shall have pride of place.

For other types of recognition for the performance of students in the Houses, the House Captains and House Representatives will submit a proposal for approval by the ELT.

At the end of the year, at the closing ceremony, a cup is awarded to the House Captain of the House that is the winner of the cultural and sporting activities. The cup is rotating and each year the winner's plaque is added.

3.21.5 HOUSE UNIFORM

In accordance with 3.12 UNIFORM, students will wear the uniform of their HOUSE when determined by the section. In the event that a student presents himself/herself without uniform, he/she will be subject to the provisions established by the Section for non-uniform.

3.22 UNAUTHORISED TRIPS, ACTIVITIES OR PARTIES

The name or logo of the School may not be used for events not authorised by the CCB.

No member of the school community may organise, advertise, or charge for unauthorised events either on or off school premises in the name of the school.

Parents are advised to check carefully before allowing their children to participate in such events.

The school is not responsible for the organisation, conduct, supervision or situations arising from unauthorised activities.

4. FORMATIVE AND DISCIPLINARY PROCESS

The CCB seeks that students act in a manner consistent with what is established as institutional foundations and supports them to develop behaviours that exemplify and are congruent with these fundamentals, resulting in an indispensable aspect of the educational experience.

At CCB we are committed not only to the cognitive development of our students, but also to their physical, moral, emotional and psychological development.

Since it is considered that the rules are part of the construction of autonomy and education in values, the formative and disciplinary procedure is designed to foster a space for reflection so that the student:

- a) Understands what happened (how your behaviour affects him and the community).
- b) Reflect on how you can make better decisions in the future and commit to acting differently.
- c) Find and implement alternatives for adequate solution, amendment or repair.
- d) Show that they have changed the way in which they relate to the environment.

We expect parents to contribute appropriately to the disciplinary process and to accept the final decision of the corresponding educational authorities to which they belong, regarding disciplinary situations, and may in any case ask for due process.

When families make the decision to enrol their children in the CCB, they are committed to our philosophy and the corresponding behaviours, since it is indispensable that the School and the Family work as a team. Parents must maintain rules at home that are compatible with those established at the School. Students are confused when they must develop certain patterns of behaviour at their homes, different from those established in the School. The boundaries and structures we provide in the CCB are designed to help students clarify social expectations and guide them in meeting our learning objectives.

School consequences for disciplinary situations vary, as do other contexts. The disciplinary history will be considered when assessing the disciplinary situation and defining the pedagogical corrective.

4.1 FORMATIVE PROCESS IN EARLY CHILDHOOD, PRIMARY AND SECONDARY

Whenever a disciplinary situation is committed, a space for reflection is provided for the student to understand what happened, to seek and implement alternative solutions, amendments or remedial action and to commit to not repeating the behaviour.

The above is part of a training process that follows the guidelines of the Law of Coexistence Decree 1965 of 2013 and Law 1620 of 2013. The entire process must be fully complied with following due process and a written record signed by the parties involved.

Once the disciplinary process has been completed, the student and his/her parents will be notified of the decision.

4.1.1 REGULAR CHANNELS FOR DEALING WITH DISCIPLINARY SITUATIONS

The regular channel for dealing with disciplinary situations shall be:

Secondary:

Teacher
Coordinator of Coexistence in High School
Psychology
Head of section
Rector
Board of Directors

EC and Primary:

Teacher
Psychology

Deputy Head
Head of Section
Rector
Board of Directors

Extracurricular:
Teacher
Coordinator ECAs
Director of Sport
Rector
Board of Directors

When a parent wishes to report a disciplinary situation or a situation that affects coexistence and the exercise of rights, he/she should contact the classroom teacher in Early Childhood and Primary; in Bachillerato he/she should contact the Coexistence Coordinator.

4.1.32 EARLY CHILDHOOD FORMATIVE PROCEDURE

At these ages the children are in a process of learning in which the moral conscience is still in formation and many of its behaviours are proper and expected of the age in which they are.

The implementation of the organizational agreements that will make it possible to acquire the rules at an early age is carried out considering the moment of children's development and their learning processes.

In the Early Childhood Section, minor and serious disciplinary situations are handled within the procedures proposed by Restorative Practices with the punctual follow-up for each case. All Early Childhood Section teachers are trained to complete a Restorative Practices process.

The implementation of the Restorative Practices allows the internalization of the norm and the construction of social capital in these ages. This process pursues the following objectives:

- Encourage socialization and relationship building.
- Reorienting conflicts and interventions around them.
- Develop a sense of belonging and community.
- Restore damage caused by conflict and relationships between those affected
- Guidance for parents in the process of consolidating parenting skills.

4.2 MINOR DISCIPLINARY SITUATIONS

These are those that contradict the basic rules of the School. These are the incidents that show the failure to meet the expectations of behaviour in the classroom and in the School. When one of these is presented, there must be an immediate response from the teacher in charge. The following are considered minor disciplinary situations:

4.2.1 MINOR DISCIPLINARY SITUATION IN THE EARLY CHILDHOOD SECTION (Prekinder, Kindergarten and First Grade)

4.2.1.1 MINOR DISCIPLINARY SITUATIONS:

- 1.** Tardiness to class or other academic activity.
- 2.** Repeatedly disrupting the normal course of academic activities by conversing with or distracting classmates.

3. Failure to comply with instructions given by adults.
4. Not wearing uniforms in accordance with this handbook or dressing inappropriately during remote classes, e.g. in underwear or pyjamas.
5. Using wireless communication devices (mobile phones, music players, electronic tablets, etc.) during the academic day (The school is not responsible for the loss or misplacement of any item).
6. Bringing toys to classes or remote classes without permission from the institution or using them at unauthorised times.
7. Shopping in the school cafeteria without being authorised to do so.
8. Making sales in the school.
9. Engage in any behaviour that contradicts the basic rules of the school whether in the classroom or remote learning classroom, the library, the cafeteria, the playground, the auditorium, on the buses or outside the school at scheduled activities.

4.2.1.2 PROCEDURE FOR CONTROL AND AMENDMENT OF MINOR DISCIPLINARY SITUATIONS AND PEDAGOGICAL CORRECTIONS:

1. The teacher and/or psychologist and/or the Deputy Head (Assistant Head) intervenes with the child, pointing out their behaviour and leading them to reflect on their attitude or behaviour, offering them alternative solutions, showing them the consequences of their actions, exploring their feelings and accompanying them to repair the damage. With older children, attempts are made to establish verbal commitments that will lead to an improvement in their behaviour.
 2. The adult in charge at the time of the situation is responsible for communicating to the parents via email the process that was initiated as a result of the offence committed and requesting their support as part of the reflection at home.
 3. If the inappropriate behaviour persists, different measures and strategies are established, such as not allowing the child to participate in activities and inviting him/her to observe and reflect on the appropriate behaviour expected of him/her, with the permanent accompaniment of the adult, whether teachers, psychologists and/or Deputy Head (Assistant Head).
 4. If their behaviour begins to repeatedly affect their relationship with their classmates and the functioning of the group, parents are summoned to inform them about their conduct, attitude or behaviour, and to agree on management strategies at home, seeking consistency and coherence between the family and the school. Parents must commit themselves to follow the recommendations suggested at the meeting.
 5. If the child's behaviour or attitude persists, the parents are called in again to follow up and establish new agreements and strategies that favour the student's overall process.
 6. If the child does not comply with the established rules, the object or electronic device will be confiscated and handed over on the next school day at the end of the school day, and if the child persists, it will be confiscated for 5 working days. In all cases parents must go to the school to pick it up.
- If the situation occurs during remote activities, the child will be summoned to one of the individual follow-up spaces to discuss the situation and reach an agreement. If the situation persists, the parents will be summoned to establish agreements on the organisation of the remote learning space at home.

4.2.2 MINOR DISCIPLINARY SITUATIONS IN THE PRIMARY SECTION

4.2.2.1 MINOR DISCIPLINARY SITUATIONS:

1. Arriving late to school, to class, or to any other scheduled activity, without just cause.
2. Repeatedly disrupting academic activities, assemblies or any other scheduled activity.
3. Failing to comply with the uniform rules or other rules regarding appearance.
4. Shopping in the cafeteria outside break or lunch times.
5. Eating or drinking in areas not designated for this purpose (except water).
6. Chewing gum.

4.2.2 MINOR DISCIPLINARY SITUATIONS IN THE PRIMARY SECTION

7. Failure to complete work assigned to be done in class or at home without good cause.
8. Failure to deliver school correspondence to parents.
9. Not following teacher's instructions.
10. Bringing toys to school without permission or using them at unauthorised times.
11. Breaking the rules on electronic devices during academic, extracurricular or tutorial activities.
12. Repeatedly using foul language as a colloquial form of conversation with no intention of insulting.
13. Failing to comply with litter (waste) disposal rules.
14. Engaging in any behaviour that contravenes basic school rules whether in the classroom, library, cafeteria, playground, auditorium, on buses or outside the school at scheduled activities.

During the Covid 19 health emergency period, the following are also considered minor disciplinary situations:

1. Inappropriate use of personal protective equipment or disinfection and care resources.
2. Failure to bring the disinfection kit to school.
3. Failure to comply with disinfection routines, hand washing and preventive distancing rules (1m in classrooms and 2m in common areas).
4. Unjustified absence from the virtual or face-to-face classroom or from any scheduled activity inside or outside the school.
5. Carrying out any act that jeopardises the biosecurity protocols for themselves or another.
6. Disregarding biosafety directions in the classroom, transportation, cafeteria or during breaks.
7. Entering or leaving CCB facilities or buses without proper compliance with monitoring mechanisms.
8. Failing to comply with the rules of online etiquette established by the school.
9. Inciting acts that violate biosafety protocols.

4.2.2.2 PROCEDURE FOR CONTROL AND AMENDMENT OF MINOR DISCIPLINARY SITUATIONS:

1. The teacher has a dialogue with the student, draws his/her attention to the situation, invites him/her to reflect and establishes a verbal agreement. If the teacher or tutor deems it necessary, the student must sign a letter of commitment.
2. If the student repeats the same disciplinary situation, the teacher notifies the parents and the student of the disciplinary situation by e-mail.
3. The parents and the student may dispute the evidence and submit any evidence they deem necessary within the following 3 working days.
4. The teacher reviews and defines the corrective measure in accordance with the evidence submitted.
5. The teacher notifies the parents and the student of the disciplinary action by electronic means. When the disciplinary situation has been committed with a specialist, the teacher informs the tutor (classroom teacher).
6. The information regarding the disciplinary situation and the educational corrective is sent to the office and filed in the student's record.

7. If the student's attitude persists, the procedure and the pedagogical corrections will be assimilated to that of the occurrence of a serious disciplinary situation.

4.2.2.3 POSSIBLE EDUCATIONAL CORRECTIONS FOR MINOR DISCIPLINARY SITUATIONS:

1. **Detention:** When the consequence is detention, it is imposed by the teacher.
2. **Suspension:**
The accumulation of three detentions, in the same school year, for minor disciplinary situations, generates one day of suspension from internal or external activities. Reluctance to change attitude and repeated failure to comply with the rules, despite previous warnings, reflections and pedagogical corrections, will result in the student receiving a pedagogical correction of 1 to 3 days' suspension. When the educational corrective is suspension, it is imposed by the Head of Section or his/her Assistant.
3. In the case of non-compliance with the rules on electronic devices, e.g. mobile phones, music players, smartwatches, or any other electronic device, it will be confiscated and handed in on the next school working day at the end of the school day, if it is repeated it will be confiscated for 5 working days, and if it is repeated again it will be handed in after 10 working days. In all cases of recidivism, the device will be handed over to the parents.
4. Failure to comply with the uniform rule will result in the following consequences:
The first time: Written reflection and commitment to comply with the uniform rule, signed by students and parents.
Repeated offences: Detention with the teacher and reminder to parents of the consequences.

4.2.3 MINOR DISCIPLINARY SITUATIONS IN THE SECONDARY SECTION

4.2.3.1 MINOR DISCIPLINARY SITUATIONS:

1. Arriving late to school, class, assemblies or any other scheduled activity without just cause.
2. Shopping in the cafeteria outside of recess or lunch time without authorisation.
3. Failure to use class implements and/or materials.
4. Making public expressions of affection that are proper to the intimacy of a couple's relationship (kissing on the mouth, caressing, etc.).
5. Breaking the rules on the use of electronic devices during academic, extracurricular or tutorial activities, with the exception of break time or when they are used in class for pedagogical purposes.
6. Failure to complete work assigned to be done in class or at home, without a justified excuse. This situation will follow the procedure outlined in the assessment policy as it is considered a disciplinary situation that directly affects the student's academic performance (see IEP Chapter 6 Assessment Policy).
7. The use of independent study hours for purposes other than study or other activity appropriate for a DP student during the school day. During the independent study period, DP students may only shop in the section cafeteria.
8. Failure to comply with uniform rules or other rules concerning appearance, personnel within the school, on buses or at any academic, sporting or other activity where its use is required.

9. Engaging in behaviour that disrupts the learning of others during class, assembly or any other scheduled activity.
10. Eating or drinking in class, except water.
11. Eating or drinking in areas not designated for this purpose.
12. Chewing gum.
13. Failure to deliver school correspondence to parents.
14. Repeatedly using profanity as a colloquial form of conversation without intent to insult.
15. Failing to comply with the rules for the disposal of rubbish.
16. Inciting any of the above disciplinary situations.
17. Engaging in any sharing that contravenes the basic rules and policies for the use of areas in the school (3.14), on buses or at school-sponsored or scheduled activities outside the school premises.

In the event of a health emergency, the following are additionally considered minor disciplinary offences

1. Inappropriate use of personal protective equipment or disinfection and care resources.
2. Failure to bring the disinfection kit to school.
3. Failure to comply with disinfection routines, hand washing and preventive distancing rules (1mt).
4. Unjustified absence from the virtual or face-to-face classroom or from any scheduled activity inside or outside the school.
5. Carrying out any act that jeopardises the biosecurity protocols for themselves or another.
6. Disregarding biosafety directions in the classroom, transportation, cafeteria or during breaks.
7. Failure to comply with the rules of online etiquette established by the school.
8. Inciting acts that violate biosafety protocols.

4.2.3.2 PROCEDURE FOR CONTROL AND AMENDMENT OF MINOR DISCIPLINARY SITUATIONS:

1. The teacher has a dialogue with the student, draws his/her attention to the situation, invites him/her to reflect and establishes a verbal agreement.
2. If the teacher considers it necessary, he/she asks the student to make a written report of what has happened. The student makes a written report of what happened and gives it to the teacher.
3. The teacher notifies the parents of the disciplinary situation by electronic means and makes an electronic record in the student's coexistence observer.
4. The parents and the student may dispute the evidence and submit any evidence they deem necessary within three (3) working days.
5. The teacher reviews and defines the corrective measure in accordance with the evidence submitted.
6. The teacher notifies the parents, the student and the Coexistence Coordinator by electronic means.
7. The information regarding the disciplinary situation and the educational corrective is recorded in the student's observer, the supporting documentation is sent to the office and is filed in the student's curriculum vitae.

4.2.3.3 POSSIBLE EDUCATIONAL CORRECTIONS FOR MINOR DISCIPLINARY SITUATIONS:

1. Detention.
2. Suspension: Reluctance to change attitude and repeated non-compliance with regulations, despite previous warnings and reflections, will result in the student being subject to an educational corrective of one to three days of internal or external suspension.
3. If the student's attitude persists, the procedure and the educational corrective measures will be assimilated to that of a serious disciplinary situation and the situation will be referred to the Coexistence Coordinator, Section Assistant or Head of Section.
4. Failure to comply with the rules established for electronic devices and bags other than institutional ones will result in these items being confiscated by the teacher.
First time: The confiscated item will be handed in to the student at the end of the day in the office and a report will be sent to the parents.
Second time: The confiscated item will be handed in at the end of the day, in the office to the student and a report will be sent to the parents, the student must serve a detention on the Friday following the confiscation of the item from 3:00 to 4:00 pm.
Third time: The confiscated object will be handed over to the student at the end of the day in the office and a report will be sent to the parents. Recidivism will be considered a serious disciplinary situation, and the corresponding educational corrective will be notified through the co-ordination of coexistence.
5. Failure to comply with the uniform rule will have the following consequences:
The first time: The teacher sends a reminder to the parents of the consequences.
Repeated offences: Detention and reminder to parents of the consequences.
6. In the case of littering in the wrong place, or leaving rubbish on the tables, the student will receive an educational correction to support the school's recycling project in an extracurricular timetable.



4.3 SERIOUS DISCIPLINARY SITUATIONS

They are those that threaten the harmony of the institutional community. When one of these is presented there must be an immediate response by the teacher in charge, followed by the record of the disciplinary situation.

4.3.1 SERIOUS DISCIPLINARY SITUATIONS IN PRE-KINDERGARTEN, KINDERGARTEN AND FIRST GRADE

4.3.1.1 SERIOUS DISCIPLINARY SITUATIONS

1. Leaving the site where the activity is taking place, or the boundaries of the Early Childhood Section without permission of the teacher in face-to-face education.
2. **Inciting, provoking, threatening or engaging in Type I situations:** physical, verbal, written, gestural, relational, electronic or disrespectful aggression (swearing or using profanity) against any member of the educational community that does not result in bodily harm or damage to health, within the school premises, buses, or during any activity organised, promoted, and/or sponsored by the school outside the school premises, or outside the school premises that affects the school climate.
The use of digital technology in remote education can create opportunities for aggression or bullying. For this reason, any expression of disrespect whether in words, graphics or gestures in remote activities will be considered a Type I situation.
Other Type I situations:
 - Intentional aggression through play.
 - Damaging other people's property or school materials and resources in any way.
 - Taking or hiding other people's property.
3. Tampering with any communication sent to parents.
4. Repeating minor disciplinary offences in the same school year.
5. Being an accomplice in any of the above.

Note: Repeated cases of non-compliance with regulations will be considered a Very Serious Disciplinary Situation and the corresponding procedure will be applied.

4.3.1.2 PROCEDURE FOR CONTROL AND AMENDMENT OF SERIOUS DISCIPLINARY SITUATIONS:

1. The teacher and/or psychologist or the Deputy Head (Assistant Head) intervenes with the child, pointing out his/her behaviour and leading him/her to reflect on his/her attitude or behaviour, offering alternative solutions, showing him/her the consequences of his/her actions, exploring feelings and accompanying him/her to repair the damage.

If the situation arises in the remote learning spaces, the person involved in the individual follow-up spaces will be summoned to carry out the same process.

2. The adult in charge informs the parents about the disciplinary situation presented.

3. The parents and the student can dispute the evidence and provide any evidence they consider necessary within the following 3 working days.

4. If applicable, the Head of Section notifies the Headmaster of the need to convene the Coexistence Committee and notifies the parents.

In addition to the disciplinary procedure, in the case of Type 1 Situations or Situations that affect coexistence: the Restorative Practices procedure will apply (Section 4.9).

5. The student and parents will be notified of the Educational Corrective Action.

Responsible: The Head of Section decides on the educational correction.

4.3.1.3 POSSIBLE EDUCATIONAL CORRECTIVES FOR SERIOUS DISCIPLINARY SITUATIONS:

1. Suspension of the right to participate in extracurricular, complementary activities such as: sports, cultural exchanges, etc.
2. Internal suspension for one or more days.
3. External suspension for one or more days.

4.3.2 SERIOUS DISCIPLINARY SITUATIONS IN PRIMARY AND SECONDARY SCHOOL SECTIONS

4.3.2.1 SERIOUS DISCIPLINARY SITUATIONS:

1. Being absent or leaving the School or the place where any scheduled School activity (including extracurricular) is taking place, without following procedure and without due authorisation.
2. Unauthorised attendance at school extracurricular activities that are held inside or outside the CCB. (matches, Friendship Cup, etc).
3. Disregarding the rules or instructions of the teacher or adults with responsibility in the CCB.
4. Violating the Academic Integrity policy, e.g. plagiarism, cheating, copying, forgery.
5. Using a wireless communication device during an exam.
6. Possessing or distributing sexually explicit material such as pornography, packs, nudes, etc.
7. Failure to comply with the ICT Acceptable Use Policy.
8. Using computer equipment for illegal activities or copyright infringement.
9. Delete, add to, customise or modify installed hardware or software.
10. Accessing College premises without authorisation.
11. Remain in the school after school hours without authorisation.
12. Conceal or alter any communication between the school and parents or any other institution.
13. Engaging in sales (buying and/or selling) at school without authorisation.
14. Drawing or writing on the walls or on other people's property.
15. Threatening, inciting, provoking or carrying out Type I Situations: Verbal, written, gestural, relational, electronic or discriminatory aggression against any member of the educational community, within the school premises,

buses, or during any activity organised, promoted and/or sponsored by the school outside the school premises, or which, being outside the school premises, affects the school climate, and which in no case generates harm to the body or health.

Other Type I situations in the CCB:

- Aggressive, intentional bullying through play.
 - Disrespecting a member of the educational community inside or outside the CCB.
 - Disrespecting people outside the CCB who are inside or at any activity organised, promoted and/or sponsored by the school outside its premises.
 - Dangerous behaviour that endangers their health and/or physical integrity or that of any member of the community.
 - Sending insulting, abusive or threatening e-mails or messages through the network.
 - Hiding or taking other people's property without permission.
 - Causing damage to CCB property or objects belonging to others.
16. Performing acts that harm the morale or good name of the school inside or outside the school.
 17. Failing to comply with a detention.
 18. Unjustly implicating another student for a disciplinary situation that he/she has not committed.
 19. Being an accessory to, inciting or covering up any of the above.
 20. Repeating minor disciplinary situations in the same school year.

In the event of a possible health emergency by Covid 19, the following are also considered serious disciplinary situations

1. Repeated failure to comply with the biosecurity measures in force.
2. Accumulating three unjustified absences from the virtual or on-site classroom or from any activity programmed by the School
3. Failure to comply with the directive to go to and remain in the Covid isolation area when medically indicated.
4. Requesting virtual classes when they do not really have symptoms associated with COVID-19.
5. Altering, destroying or vandalising in any way:
 - school security signage
 - resources provided for disinfection and hand washing.
6. Make discriminatory, offensive or reckless comments about the health status of any member of the school community.

7. Repeated failure to comply with the rules of online etiquette.

4.3.2.2 PROTOCOL - PROCEDURE FOR CONTROL AND AMENDMENT OF SERIOUS DISCIPLINARY SITUATIONS

1. The teacher has a dialogue with the student.

2. The student makes a written statement of the incident and a written reflection on what has happened.

3. The teacher reports the situation to the Head of Section, the Deputy Head or the Coexistence Coordinator.

Disciplinary situations related to academic integrity in Bachillerato are reported to the Area Coordinator, who will be responsible for processing the disciplinary process.

4. The Head of Section, Deputy Head (Assistant Head) or the Coexistence Coordinator, or Area Coordinator, talks to the student.

5. The Head of Section, Deputy Head, Coexistence Coordinator or Area Coordinator will inform the student's parents of the situation electronically or in person.

6. The parents and the student may challenge the evidence and provide any other evidence they deem necessary within 3 working days.

7. If applicable, the Head of Section will notify the Headmaster of the need to convene the Coexistence Committee.

When the Area Coordinator considers that there is evidence of a breach of Academic Integrity, he/she will inform the respective IB Programme Coordinator and the Head of Section or his/her Assistant.

Programme Coordinator and the Head of Section or his/her Assistant.

8. Once the Head of Section defines the educational corrective, this will be notified to the parents and the student, by him/her, his/her Deputy Head or delegate.

In disciplinary situations related to academic integrity, the Head of Section, Deputy Head or Coexistence Coordinator, together with the Area Coordinator, will determine the educational corrective measures and remedial activities to be applied, taking into account the grade level.

In the event that the educational corrective considered, in the opinion of the Head of Section or Deputy Head, is the conditioning of the renewal of enrolment on compliance with the Coexistence Agreements, or non-renewal of enrolment, the decision will be taken by the Headmaster. The Headmaster will hear the students involved in the disciplinary process and the parents of the aggressor and the aggressed (if applicable).

9. In addition to the steps contemplated in this procedure, for those situations that affect coexistence and type 1 situations, the Restorative Practices procedure numeral 4.8 shall apply.

10. The student must present him/herself at school accompanied by his/her parents on the day and at the time scheduled (when the case warrants).

11. The information regarding the disciplinary situation and the educational corrective is reported to the tutor/advisor and is filed in the student's record.

4.3.2.3 POSSIBLE EDUCATIONAL CORRECTIVES FOR SERIOUS DISCIPLINARY SITUATIONS:

1. Internal or External Suspension for a period of up to ten (10) working academic days.
2. Suspension of the right to participate in extracurricular or complementary activities such as: sports, cultural exchanges, graduation ceremonies, etc.
3. Conditional renewal of enrolment on compliance with the Coexistence Agreements.
4. Non-renewal of enrolment

4.4 VERY SERIOUS DISCIPLINARY SITUATIONS

Very Serious Disciplinary Situations are those that present physical or psychological danger to the school community, inside or outside the school. When such a situation arises there must be an immediate response from the teacher in charge, followed by a record of the disciplinary situation.

4.4.1 VERY SERIOUS DISCIPLINARY SITUATIONS IN PRE-KINDER, KINDER, FIRST GRADE

4.4.1.1 SITUACIONES DISCIPLINARIAS MUY GRAVES:

1. Incurring in a Type II Situation: School aggression, bullying or cyberbullying, which is repeated or systematic, or which causes damage to the body or health without causing any disability.
2. Repeating serious disciplinary situations in the same school year.
3. Incurring in Type III Situations: Situations of school aggression that constitute alleged crimes and any act that is classified as a crime under Colombian law.

During the health emergency period, the following are additionally considered serious disciplinary situations

1. Refusal to follow the biosecurity protocols in force.
2. Repeating serious situations of remote learning in the same school year.

4.4.1.1 PROTOCOL AND PROCEDURE FOR MONITORING AND AMENDMENT FOR VERY SERIOUS DISCIPLINARY SITUATIONS:

1. The teacher and/or psychologist or Deputy Head intervenes with the child, pointing out the behaviour and leading him/her to reflect on his/her attitude or behaviour, offering alternative solutions, showing him/her the consequences of his/her actions, exploring feelings and accompanying him/her to make amends.
2. The Head of Section and/or Deputy Head (Assistant Head) informs the parents of the disciplinary situation presented.
3. The parents and the student may challenge the evidence and provide any other evidence they deem necessary within 3 working days.
4. If applicable, the Head of Section will notify The Headmaster of the need to convene the Coexistence Committee and will notify the parents.

5. The student, the parents and the teachers are notified of the Educational Corrective Action.

In addition to the steps outlined in this procedure, the following will apply

- a. For type II and type III situations the procedure foreseen in numeral 4.9.
- b. For those situations that affect coexistence, the Restorative Practices procedure numeral 4.9 will apply.

4.4.1.2 POSSIBLE EDUCATIONAL CORRECTIONS FOR VERY SERIOUS DISCIPLINARY SITUATIONS IN ACCORDANCE WITH THE SERIOUSNESS OR REPETITION OF THE SITUATION:

1. Internal or external suspension.

The Head of Section or Deputy Head will decide whether internal or external suspension is to be applied.

The Head of Section or Deputy Head meets with the family to notify them of the educational corrective.

2. Renewal of enrolment is conditional on compliance with the Coexistence Agreements.
3. Non-renewal of enrolment.
4. Suspension for one or more days from remote learning activities.
5. Non-attendance at school

In the event that, in the opinion of the Head of Section or Deputy Head, the educational corrective considered by the Head of Section or Deputy Head is the conditioning of the renewal of enrolment on compliance with the Coexistence Agreements.

The Headmaster, the Head of Section or whoever they delegate (Deputy Head or Coexistence Coordinator), meets with the family to notify them of the educational corrective.

4.4.2 VERY SERIOUS DISCIPLINARY SITUATIONS AT PRIMARY AND SECONDARY

4.4.2.1 VERY SERIOUS DISCIPLINARY SITUATIONS:

1. Incurring in Type II Situation: School aggression, bullying or cyberbullying, which is repeated or systematic, or which causes damage to the body or health without generating any disability (inside or outside the CCB). Taking photos or videos of members of the educational community and/or disclosing them for purposes other than academic, disciplinary or archival purposes and dissemination through the CCB's official media, without authorisation.
2. Incurring in Type III Situations: inciting, promoting or threatening situations of school aggression that constitute alleged crimes and any act that is classified as a crime under Colombian law (inside or outside the CCB).
 - Engage in any type of alleged sexual harassment or violence.
 - Committing a proven theft (appropriating another's property for the purpose of gaining profit for oneself or another, unless it is returned within 24 hours without deterioration or damage).
 - Carrying weapons at school (including knives).
3. Smoking, drinking, consuming, being under the influence or carrying alcohol or psychoactive substances that have not been prescribed, smoking or carrying traditional or electronic cigarettes (vaporisers), on school premises, buses, or at school activities, or at any activity organised, promoted and/or sponsored by the school outside its premises.
4. Engaging in the purchase, sale or rental of traditional or electronic cigarettes (vaporisers), alcohol or psychoactive substances with members of the school community, inside or outside the CCB.
5. Possessing or using explosives or chemical compounds in the school (including fireworks).
6. Failing to comply with a disciplinary sanction imposed.
7. Being an accessory to, covering up or inciting the commission of any of the above disciplinary situations.
8. Repeating conduct contrary to the rules of coexistence, serious or very serious disciplinary situations.

4.4.2.2 PROTOCOL PROCEDURE FOR MONITORING AND AMENDING VERY SERIOUS DISCIPLINARY SITUATIONS:

1. The teacher has a dialogue with the student.
2. The student makes a written statement of the incident and a reflection on what happened in writing and gives it to the teacher.
3. The teacher reports the situation to the Head of Section, the Deputy Head or the Coexistence Coordinator.
4. The Head of Section, Deputy Head or the Coexistence Coordinator has a dialogue with the student.
5. The Head of Section, Deputy Head, or the Coexistence Coordinator will inform the student's parents of the situation electronically or in person.
6. The parents and the student may challenge the evidence and provide any other evidence they deem necessary within 3 working days.

7. If applicable, the Head of Section shall notify the Headmaster of the need to convene the Coexistence Committee.

8. Once the Head of Section has defined the educational correction, this will be notified to the parents and the student, by the Head of Section, his/her Deputy Head or delegate.

In the event that, in the opinion of the Head of Section or the Deputy Head, the educational corrective considered is the conditioning of the renewal of enrolment on compliance with the Coexistence Agreements, non-renewal of enrolment, unschooling, cancellation of enrolment, the decision will be taken by the Rector. The Rector will hear the students involved in the disciplinary process and the parents of the aggressor and the aggressed (if applicable).

9. In addition to the steps set out in the procedure for control and amendment, the following shall apply:

- a. For Type II and Type III situations the procedure provided for in numeral 4.9.
- b. For those situations that affect coexistence, the Restorative Practices procedure numeral 4.8.

10. The student must present him/herself at the school accompanied by his/her parents on the day and at the time scheduled (when the case warrants).

11. The Classroom Teacher/advisor will be informed of the information regarding the disciplinary situation and the educational corrective measure and it will be filed in the student's record.

4.4.2.3 POSSIBLE EDUCATIONAL CORRECTIONS FOR VERY SERIOUS DISCIPLINARY SITUATIONS:

1. Suspension from school activities that may exceed 10 academic working days, including the right to participate in complementary extracurricular activities such as: sports, cultural exchanges, the graduation ceremony, etc.

In the event that the educational corrective is a suspension, the Head of Section will impose the corrective, which will be notified to the parents and the student by the Head of Section, the Assistant or the Coexistence Coordinator.

2. The renewal of a student's enrolment may be conditional on the fulfilment of the coexistence agreements established with the parents and the student.

3. Non-Renewal of Enrolment
4. Non-attendance at school
5. Cancellation of Enrolment

In the event that the Educational Corrective considered in the opinion of the Head of Section or Assistant is "Conditional Renewal of Enrolment", "Unschooling", "Cancellation of Enrolment", or "Non-Renewal of Enrolment", the decision will be taken by the Headmaster. The Headmaster, the Head of Section or whoever they delegate, meets with the family to notify them of the educational corrective.

4.5 DISCIPLINARY SITUATIONS IN THE TRANSPORT SERVICE

4.5.1 DISCIPLINARY SITUATIONS IN THE TRANSPORT SERVICE

Disciplinary situations in the transport service are graded and educational corrective measures are applied in the same way as disciplinary situations committed on school premises, as follows:

Mild Disciplinary Situations: These are those that contradict the basic rules.

Serious Disciplinary Situations: Those that threaten the harmony of the school community.

Very Serious Disciplinary Situations: Those that present a physical or psychological danger to the school community.

Examples of some of the disciplinary situations in the Transport Service: Putting your arm out, throwing rubbish out of the window, throwing rubbish inside the bus and refusing to pick it up, consuming food and drinks, refusing to wear seat belts, damaging seat belts, talking in a loud voice, proven theft, robbery, harassment, cyber-bullying, disrespect to the bus escort or driver, preventing someone from sitting next to you, not respecting the biosafety protocol stipulated for the bus (see Biosafety protocols).

4.5.2 PROTOCOL: CONTROL AND AMENDMENT PROCEDURE FOR DISCIPLINARY SITUATIONS IN THE TRANSPORT SERVICE:

1. The chaperone reflects with the student and reaches a verbal agreement and a written commitment for improvement, which must be sent to the Classroom Teacher, Deputy Head in EC and Primary or Coexistence Coordinator in Secondary.
2. The Classroom Teacher, Deputy Head or Coexistence Coordinator talks with the student and the accompanying person to find out their versions of the facts and establish the causes (if necessary). The Classroom Teacher, Deputy Head, Head of Section or the Coexistence Coordinator informs the parents by email of the occurrence of the disciplinary situation.
3. The parents and the student may dispute the evidence and provide any evidence they consider necessary within 3 working days.
4. In the case of minor disciplinary situations, the Classroom Teacher (in Early Childhood and Primary), the Deputy Head or the Coexistence Coordinator (in Secondary) will define the educational corrective in accordance with the educational corrective measures foreseen for the situation.
5. In the case of serious or very serious disciplinary situations, the Head of Section or Deputy Head defines the educational correction in accordance with the behaviour.
6. The educational correction is imposed and notified to the student and his/her parents.
7. In addition to the steps outlined in the procedure for control and amendment, the following shall apply:
 - a. For Type II and Type III situations, the procedure set out in 4.9 shall apply.

b. For those situations that affect coexistence, the Restorative Practices procedure numeral 4.9.

In the case of minor misconduct in complying with the rules on the bus, the psychologist and/or the section assistant (in EC or Primary) or the Coexistence Coordinator in Secondary will proceed to carry out a restorative practice between the students involved and the chaperone.

4.5.3 POSSIBLE EDUCATIONAL CORRECTIVE MEASURES FOR DISCIPLINARY SITUATIONS IN THE TRANSPORT SERVICE:

1. **Suspension of the Transport Service:** In the case of a repetition of a minor disciplinary situation, the bus service may be suspended for one to five days. The Head of Section or Deputy Head (Assistant Head), or the Coexistence Coordinator (in Secondary) decides and notifies the parents and the Transport Coordinator by email.
In the case of repeated minor disciplinary situations or serious or very serious disciplinary situations, the bus service may be suspended for more than five days.
2. **Suspension from Extracurricular Activities**
3. **Internal Suspension or External Suspension**
4. **Conditional Enrolment:**
5. **Non-Renewal of Enrolment**
6. **Cancellation of Enrolment**
7. **Non-attendance at school.**

4.6 VERY SERIOUS SITUATIONS OF NON-COMPLIANCE WITH BIOSECURITY RULES BY PARENTS

Failure to comply with the biosecurity protocols in force. In this case the consequence may be a verbal or written warning and The Headmaster may even decide that the parent cannot enter the premises for a period of 1 week up to one school year. The school will notify the relevant authorities of the situation. Parents may appeal to the Board of Directors within 5 working days.

NOTE: Disciplinary processes and restorative practices may be carried out in person or remotely. When proceedings are conducted by videoconference, the school may record the meetings.

4.7 EXPLANATION OF POSSIBLE PEDAGOGICAL CORRECTIVES

Parents should talk to their child about the situation presented, commit to complying with the pedagogical corrective and ensure compliance with the required work plan (if applicable).

4.7.1 Detention: This is a pedagogical corrective consisting of staying after school hours, from 1 to 3 hours. During the detention the student will reflect on the disciplinary situation that generated it, perform a task that has a positive impact on the community or a restorative activity.

In the event there are no scheduled transportation routes at the time the detention ends, parents must pick up students after the detention. When the detention implies a change in the departure time, the teachers in charge of the detention will inform the transportation section at least one day in advance

When the detention has been assigned due to non-compliance of the work assigned to be done in class or at home, or for non-compliance with the rules of the Physical Education uniform, assignments related to the subject may also be given. These detentions may be assigned on reinforcement days.

Secondary school detention may be applied during a portion of the Lunch period (Lunch Detention). Teachers will ensure that students are notified previously and to give them enough time for lunch (30 minutes).

4.7.2 Suspension of Transport Service: The student may be suspended from the transportation service temporarily or permanently.

4.7.3 Suspension of Extracurricular Activities: In addition to the pedagogical correctives that may occur, the student may be suspended from the activity temporarily or permanently.

4.7.4 Internal Suspension: It is a pedagogical corrective consisting of attending school and carrying out work, separated from their peers, in an assigned area. In Early Childhood the internal suspension may be for periods, depending on the case.

4.7.5 External Suspension: It is a pedagogical corrective consisting of prohibiting the student from attending one or more days of school activities and classes (curricular and extracurricular, such as sports and cultural events, graduation ceremonies, first communions, festivals, etc.). It implies the exclusion of the transport service.

The student is fully responsible for assignments, tasks, or community service work, etc., which must be handed in on the assigned date. In Secondary school, the teachers will deliver a work plan to the student, who must deliver it the day after their return to normal classes. In all cases of suspension from school or the transport service, costs will continue to be incurred by the family.

4.7.6 Conditional Enrolment: It is a pedagogical corrective consisting in suspending the renewal of the enrolment contract to achieve exemplary disciplinary behaviour and other conditions applicable to the case. The period indicated by the pedagogical corrective can be extended to the following school year.

A space for reflection is provided so that the student understands what happened, seeks and implements alternative solutions, amendment or repair and undertakes the responsibility of not repeating such behaviour.

4.7.7 Non-renewal of Enrolment: It is a pedagogical corrective consisting of not renewing the enrolment for the following school year. This pedagogical corrective may be applied for up to three academic years.

4.7.8 Non-attendance schooling allowing re-enrolment: This is a pedagogical corrective consisting of the student's opportunity to continue with his or her educational process in a non-attendance manner, accompanied by a commitment to comply with the academic and coexistence requirements defined by the section.

4.7.9 De-schooling: This is a pedagogical corrective consisting of non-renewal of enrolment, allowing the student to finish their current school year off campus.

4.7.10 Cancellation of Enrolment: This is a pedagogical corrective consisting in the immediate cancellation of the enrolment. This pedagogical corrective may be applied for up to three academic years. In the event in which the student wishes to re-enter the School after a pedagogical corrective of non-renewal of enrolment, de-schooling or cancellation of registration, he must comply with all the requirements established in the admission process.

4.8 PROCEDURES FOR REVIEW OF DECISIONS

Reconsideration: The resolutions adopted by the teacher, Head of Section, Headmaster, or Directive Council can be challenged through a motion for reconsideration with the authority that defined the pedagogical corrective. This appeal must be submitted within five (5) business days from the date of notification of the pedagogical corrective.

Appeal: If the response to the motion for reconsideration is negative on the part of the authority making the decision, the student and his / her parents may file an appeal with the next higher authority. This appeal must be submitted within five (5) business days from the date of the response to the motion for

Reconsideration.

Note: All procedures for review are granted without suspending the effects, that is that they don't suspend the execution of the pedagogical corrective, except in the case of the pedagogical corrective consisting of unschooling or cancellation of enrolment, in which case it will have a suspensive effect.

4.9 PROCEDURE FOR RESTORATIVE PRACTICES

Restorative practices seek to encourage and strengthen school life and the exercise of human rights, allowing members of the educational community to reflect and learn from their mistakes, respect diversity and resolve conflicts in a peaceful way.

It is applicable:

- When there is a serious or very serious disciplinary situation and in which the relationship between two people or groups of people has been affected.
- In the case of complex group conflicts where the responsibility of the participants has yet to be determined.
- When an intimidation or bullying situation occurs.
- When there are individual or collective conflicts between members of the educational community.

The team that works on the Restorative Practices process may consist of:

Offender, Offended, Parent, Teacher, Psychologist, Section Head or Assistant, General Assistant, Principal and Alternate, Primary Student Council representatives.

The Restorative Process will consist of three stages:

- 1) Pre-meeting:** It seeks to prepare the people involved in the restorative process. This promotes reflection and provides an individual emotional work space with the offended and the offender that allows the expression of emotions and reasons for their actions.
- 2) Meeting:** It seeks that the parties involved can dialogue and recognize the other's point of view. The goal is **to reach a restorative agreement.**
- 3) Post meeting:** It seeks to verify that the restorative act is fulfilled. The objective is to ensure the positive transformation of the conflict and to avoid its repetition.

In any case, the school reserves the right to apply the pedagogical correctives that may apply.

Protocol - Procedure

- 1) Teachers, Section Head, Section Assistant, Coexistence Coordinator or Psychologist, listen to what happened from the people involved and a written account of events is recorded.
- 2) The students involved write their version of what happened, as detailed as possible. In Early Childhood, students draw or communicate their experience and the teacher writes it down.
- 3) The psychologist or trained person speaks with the offender to ensure that they are interested in participating in the restorative process. It is important for the offender to acknowledge his or her disciplinary situation. The psychologist or trained person talks to the offended person to verify that they are interested in participating in the restorative process.
- 4) The Head of Section or their representative will evaluate, together with the psychologist or trained person, if it is convenient to carry out a restorative practice process, according to the attitude and will of the students involved. In Early Childhood, restorative practice begins with the teacher who is responsible for resolving the conflict.
- 5) The Head of Section, Deputy Head, Coexistence Coordinator, teacher or psychologist offers the possibility of taking part in a restorative practice process to those involved. Parents will be informed of the restorative process and will be asked to support it. The psychologist, the Deputy Head and / or the Head of Section will accompany the process, giving continuity to the procedure, as the case may be.
- 6) The Head of the Section or the employee in whom he delegates, imposes and notifies the pedagogical corrective to the parents and the student.
- 7) The Psychologist or trained person participates in the initial individual appointments, with the

offender and offended, in order to explore what the situation means to them and to allow each individual to express themselves freely.

8) When the psychologist or qualified person considers that both parties are willing, the restorative meeting is scheduled with the presence of the Section Head or their representative, when the situation requires it, to define the agreements and actions of reparation and to leave a formal act of commitment. Agreements and remedial actions are any agreement or action that seeks to amend and compensate for the damages caused to another person and restore relationships or the school environment with trust and solidarity.

9) The Head of Section and the teacher will be notified of the agreements by the person in charge of the process. The frequency and person responsible, for monitoring the commitments, will be defined.

10) The Section Head, assistant or Coexistence Coordinator notifies the parents of the students involved, of the agreements.

11) Subsequently, the Head of Section, their representative or Coexistence Coordinator follows up on the commitments recorded in the minutes, with the support of teachers and psychologists, according to the frequency agreed upon.

12) The Head of Section, assistant or Dean of Discipline informs the parents of the students involved and the Coexistence Committee regarding the progress of the process in the case of Type I (semester) situations, II (at the end of each period) and III (monthly).

4.10 PROTOCOLS FOR THE ATTENTION OF TYPE II AND III SITUATIONS.

1. When school aggression is a Type II or Type III situation, the teacher or responsible adult will prioritise the medical attention of the affected person by the CCB Medical Department. The rules of the Medical Department apply.
 2. The teacher or responsible person will immediately inform the Section Head.
 3. The Section Head will inform the Principal as soon as possible. Together, they will adopt protective measures they deem appropriate.
 4. The Section Head will inform the parents of the students involved, and this action will be documented.
 5. The Principal will inform the Coexistence Committee about what happened:
 - a. The Coexistence Committee will analyze if restoration of rights measures are required (Law 1098 of 2006, article 50 and subsequent); if it is necessary to refer the situation to administrative authorities.
 - b. The School Coexistence Committee will take measures to protect those involved in the situation within the scope of its competencies.
 - c. In the case of a Type III situation: The Section Head will report if it is evident that there is a situation that, due to the intentionality or repetition of aggressive acts, constitutes bullying, abuse, threat, violation, or non-observance of the rights of children or adolescents.
 - d. If the school authorities identify such circumstances, the Coexistence Committee will recommend to the Principal to report the situation to Family Welfare (if the aggressor is under 14 years old) or to the Police for Children and Adolescents (if the aggressor is over 14 years old).
- To contact Family Welfare, you can call 141 or 018000 91 80 80, or report the situation online at <https://icbf.gov.co/servicios> by clicking the report situation button (available 24 hours).

The 141 Line is a national toll-free line provided by the Colombian Institute of Family Welfare for any adult or child needing to report an emergency, file a complaint, or seek guidance regarding cases of child abuse, sexual violence, bullying, child labor, or

substance abuse, among many other situations threatening or affecting the life and integrity of a child or adolescent.

To contact the Police for Children and Adolescents, call 123 or 01800910600, or email lineadirecta@policia.gov.co. Other contact information: Phone 602 44429 16 and mecal.pinar@policia.gov.co.

- e. Otherwise, the Coexistence Committee will recommend handling the situation in accordance with the provisions of this Coexistence Manual for Coexistence situations.
- f. The Principal will make the final decision to report the situation to Family Welfare (if the aggressor is under 14 years old) or to the Police for Children and Adolescents (if the aggressor is over 14 years old), and this action will be documented.
- g. The School Coexistence Committee will record what happened and the decisions made in minutes, which will be signed by the members and participants.

6. The Section Head, their assistant in charge, or those delegated by them, will create spaces for the involved students and their families to explain and clarify what happened, preserving the right to privacy, confidentiality, and other rights in any case.

7. The Restorative Practices Process outlined in section 4.9 will be applied to identify restorative actions aimed at repairing the damage caused, restoring rights, and promoting reconciliation within a climate of constructive relationships.

8. The Principal or their delegate will report the case information in the Unified School Coexistence Information System (SIUCE) application that has been implemented.

The Principal delegates the registration function in SIUCE to:

- In Early Childhood: Section Head, Assistant Section Head, Neuropsychologist, or Psychologist
- In Primary: Section Head, Assistant Section Head, or Psychologist
- In High School: Section Head, Assistant Section Head, Coexistence Coordinator, or Psychologist.

Officials can access <http://siuce.mineduacion.gov.co/siuce-angular2> and enter their username and password.

The Ministry of Education's website contains a button to access SIUCE.

If any member of the educational community wishes to report an anonymous case, they can do so through: <http://siuce.mineduacion.gov.co/siuceanonimo-angular2/>.

SIUCE is a technological platform for registering, identifying, analysing, and monitoring cases of bullying, school violence, and violation of human, sexual, and reproductive rights affecting children and adolescents.

9. The School Coexistence Committee will analyse and monitor Type II and Type III situations to verify the effectiveness of the solution or if another protocol is required; Type II (at the end of each period) and Type III (monthly).

5. SCHOOL GOVERNMENT

5.1 SCHOOL GOVERNMENT BODIES

The School Government of the CCB consists of the following bodies:

- **Board of Directors**, is the directing body elected every two years at the General Shareholders' Meeting in accordance with the bylaws of the *Colombo Británico Corporation* and with the duties assigned thereto. The Board of Directors has several committees such as: Financial Committee, Legal Committee, Admissions Committee, Solidarity Committee, Development Committee, and others that the Board and Headmaster deem necessary.
- **Directive Council (*Consejo Directivo*)**, is the directing body in charge of the educational community and academic and administrative orientation of the establishment, with the duties assigned in this School Handbook.
- **The Academic Council**, is in charge of participating in the educational guidance of the establishment, with the duties assigned in this School Handbook.
- **The Headmaster**, is the representative of the school authorities and the executor of the decisions of the School Government.
- **The Ethics and Good Corporate Governance Committee**, as an authority before which violations of the Code of Ethics are processed.

The collective school governing bodies shall meet virtually or in person.

Virtual meetings shall be recorded in minutes of all decisions taken. The minutes shall be signed by the chairperson and the secretary of the meeting. Once transcribed, they shall be shared electronically with all members of the respective school governing body.

5.1.1 Directive Council

It is formed within the 60 calendar days following commencement of classes, by:

- The Headmaster.
- The Learning Support Coordinator, with voice but without vote.
- Section heads, with voice but no vote.
- A representative of Early Childhood Section staff.
- A representative of Primary Section Staff.
- A representative of Secondary Section staff.
- A representative of the International teaching staff,
- The President of the Primary and Secondary Student Council, or his alternate.
- The Head Boy and Head Girl, who chair the Secondary Student Council.
- The President or Vice-president of the Parent Council.
- The President or Vice-president of the PTA.
- A representative of the Alumni Association in the Board or his delegate assigned by the Alumni Association.
- A representative of the local productive sector assigned by the Board of Directors.
- The President or Vice President of the Board of Directors.
- The General Assistant, who will be the Secretary - Attends with voice but without vote.
- The 12th grade Spokesperson (Personero) or his/her alternate, when required, with voice but without vote.

When one of the members is unable to attend, he will be responsible for delegating the attendance to an alternate.

Teachers' representatives shall be eligible for re-election for up to three consecutive terms.

Duties of the Directive Council

1. Make decisions that affect the operation of the institution and that do not fall under the authority of another authority.
2. Serve as a mediator in the resolution of conflicts between teachers and administrators with students of the school and after having exhausted the procedures stipulated in the regulations or School Handbook.
3. Adopt the school handbook and school regulations.
4. To defend and guarantee the rights of the educational community when any of its members feels offended or wronged.
5. Participate in the planning and evaluation of the institutional educational project of the curriculum and educational syllabus and submit them for the consideration of the corresponding Ministry of Education or of the body that acts to verify compliance with the requirements established in the Law and the regulations.
6. Stimulate and control the proper functioning of the educational institution.
7. Establish incentives or pedagogical correctives for the academic and social performance of the students that should be incorporated into the School Handbook. In no case may they be contrary to the dignity of the student. (Decide disciplinary pedagogical correctives that imply non-renewal or cancellation of registration - second instance).
8. To recommend criteria for the participation of the institution in community, cultural, sports and recreational activities.
9. Promote academic, sports and cultural relations with other educational institutions and the formation of youth organisations.
10. Encourage the formation of parents and students' associations.
11. Regulate the electoral processes predicted in the Law.
12. Approve Educational Costs. (Doc. 2253/1995)
13. Approve uniforms and lists of tools and texts. (Law 1269/2008)
14. To approve the Pedagogical Outings.
15. To approve the advanced promotion of students.
16. Approve the school calendar.
17. Serve as a committee responsible for reviewing the issues related to the Integrated Management Plan for Solid Waste (PGIRS) and Environmental Plan:
 - a) To evaluate the execution of the plan and to make the pertinent adjustments that allow its fulfilment.
 - b) Carry out the environmental and sanitary situation diagnosis in relation to waste management.
 - c) To formulate a clear, realistic and true institutional and sanitary commitment with proposals of continuous improvement of the processes, oriented to the minimization of risks to health and the environment. The commitment should be widely disseminated and answer the questions what, how, when, where, why, what for, and with whom.
 - d) Design the Integral Management Plan for Hospital and Similar Waste.
 - e) Design the functional structure and assign specific responsibilities that guarantee its execution.
 - f) Define and establish coordination mechanisms to ensure the implementation of the plan.
 - g) Manage the budget for the execution of the plan.
 - h) Ensure the execution of PGIRS and PGIRSH.
 - i) Prepare information and reports to the monitoring and control authorities.
 - J) The others that are the responsibility of the Committee.

Note: The Directive Council may delegate one or more of the duties to the PGIRS Delegate Committee, made up of the Headmaster, Administrative Director, Head of General Services, Physician and Administrative Assistant, who will report to the Directive Council annually.

18. Serve as committee responsible for the review, follow-up and decision making on the issues related to the Strategic Road Safety Plan:
 - A) Analyse the results obtained in the initial diagnosis and formulate the roadmap to follow, leading to reinforce the favourable aspects found, mitigate the risks and design actions to ensure a change of attitude in the various transport participants in the institution.
 - B) Identify the risk factors and establish a customised action plan for each of them.
 - C) Present, discuss and determine the academic programs to be developed with the different participants.

- D) Consider adopting a safety standard, which guarantees the integrity and well-being and minimizes the risks of a traffic accident.
- e) Evaluate the requirements and available supply, against suppliers and workshops for the processes of diagnosis, preventive maintenance and corrective maintenance of vehicles.
- f) Schedule dates, times and places for training drivers, their work teams and other members of the institution.
- g) To determine the control actions or road audits that they consider pertinent.
- h) Present the campaigns and accompanying actions to be developed throughout the year.
- i) Establish the schedules of the various activities to be carried out and follow up on them.
- j) Prepare periodic reports for the Transit Authority or other interested parties, informing the actions of the programs, advanced and to be executed, analysing the impact, cost-benefit and contribution in the generation of habits, behaviours and behaviours conducive to the road security of the country.
- k) Leading the process of creation and implementation of the Road Safety Strategic Plan (PESV) and the Road Safety Education Framework Programs (PMESV).
- l) Involve a representative from each area of the institution to participate in the creation and dissemination of road safety objectives.
- m) Define the roles and duties of each member of the institution to meet the objectives outlined in the PESV and the PMESV.
- n) Participate in the financing of the PESV and the PMESV, ensuring the necessary budget for the implementation of the different measures that will be adopted.
- o) Establish an agile, dynamic and effective process of participation of those directly responsible for the implementation of the PESV and the PMESV.
- p) Ensure working groups the time they need for their meetings.
- q) To take the necessary decisions to ensure that the proposed measures are carried out successfully.
- r) Ensure that the personnel working in each area comply with the provisions of the PESV and the PMESV, and the applicable related documents.

Note: The Directive Council may delegate one or more of the duties to the Subcommittee Strategic Road Safety Plan, made up of the Headmaster, Administrative Director, General Service Head and General Assistant, who will report on their management to the Directive Council.

5.1.2 Academic Council

The Academic Council is composed of the Headmaster who chairs it, the Heads of Section or their Deputies, the IB program Coordinators, the Learning Support Program Coordinator, the area/subject coordinators and the grade coordinators of the sections and psychologists. The IB program Coordinators, the Learning Support Program Coordinator, Psychologists and Area / subject and Grade Coordinators will attend when required.

The General Assistant, who will be the Secretary, attends with a voice but no vote.

Duties of the Academic Council

1. To serve as a consultative body of the Directing Council in the revision of the IEP proposal.
2. Study the curriculum and provide its continuous improvement, introducing the modifications and adjustments, according to the procedure established in the law.
3. Organise the curriculum and guide its implementation.
4. Participate in the annual institutional evaluation.
5. Integrate the teachers' councils for the periodic evaluation of the students' performance and for the promotion, assign them their duties and supervise the general process of evaluation.
6. Establish for each grade an evaluation and promotion committee to define the promotion of learners, make recommendations and follow up reinforcement and improvement activities for students who present difficulties and promote the process of training the students. The Academic Council may delegate this power to the Section Heads.
7. Receive and decide the students' complaints about the educational evaluation.
8. The other duties related to or complementary to the duties assigned by the institutional educational project.

5.1.3 Headmaster

The Headmaster will be chosen by the Board of Directors, and will have the following duties:

1. Guide the implementation of the IEP (Institutional Educational Project) and implement the decisions of the School Government.
2. To ensure the fulfilment of teaching duties and the timely provision of the necessary resources for the purpose.
3. Promote the continuous process of improving the quality of education in the CCB.
4. To maintain active relations with the educational authorities, with the sponsors of the institution and with the local community, for the continuous academic progress of the institution and the improvement of community life.
5. Establish communication channels between the different levels of the Educational Community.
6. To create a climate of respect, tolerance and mutual responsibility that favours the education of the student and positive relationships amongst the members of the Educational Community.
7. Leading the School Coexistence Committee.
8. Incorporate in the institutional planning processes the development of the prevention and promotion components, and the protocols or procedures established for the implementation of the Route for Comprehensive Care for School Coexistence.
9. Report cases of harassment and school violence and violation of sexual and reproductive rights of students of the School, in their capacity as president of the school coexistence committee, in accordance with current regulations and protocols defined in the Route for Comprehensive Care and to follow up on such cases.
10. Provide prompt response on irregularities reported by the different levels of the Educational Community.
11. Inform parents before or at the time of enrolment the characteristics of the Educational Institution, the principles that guide the IEP, the School Handbook, the curriculum, the basic pedagogical strategies, the evaluation system of the institution and the institutional improvement plan.
12. Listen respectfully and appropriately to the parents' opinions about the educational process of their children, the suitability of teachers and managers.
13. Inform parents about the results of the tests of evaluation of the quality of the educational service of CCB.
14. Guide the educational process with the assistance of the Academic Council.
15. To exercise the disciplinary duties attributed to him by the law, the regulations and the School Handbook.
16. Leading the review and adjustment to the IEP, the Coexistence Handbook and the institutional evaluation system annually, in a participatory process involving students and in general the educational community within the framework of the Institutional Improvement Plan.
17. Promote social benefit activities that link the establishment with the local community.
18. Apply the provisions set by the state, regarding the provision of public educational service.
19. Define the schedule of the school day and the periods of classes at the beginning of each school year.
20. Conduct the annual evaluation of the performance of the teachers, teaching and administrative directors that report to him/her.
21. The other duties related or complementary to the previous ones attributed to him by the IEP.

6 INSTANCES OF PARTICIPATION OF THE EDUCATIONAL COMMUNITY

6.1 STUDENT COUNCIL

The Student Council is the highest collegiate body of students, which ensures the guarantee and continuous exercise of participation by the students and to serve as a good example and model in the exercise of positive leadership in school life. It gives students the opportunity to participate in community projects, so before they proceed to their election, applicants must present their points of view and plans of work to their peers.

6.1.1 Requirements to be a Student Council Member and Spokesperson (Personero)

1. To demonstrate the attributes of the Profile of the Educational Community.
2. Be a student leader with positive and proactive attitudes.
3. Be a conciliatory person in the face of conflicts that may arise in the educational community.
4. Have a good academic performance. Students in Secondary 6 to 11 must have a good academic performance, which implies finishing the previous school year with a minimum average of 5.0. Students who have a subject pending from the previous year will not be able to aspire to membership of the Student Council, or Personero.
5. Be able to listen to the observations of classmates, teachers and administrators.
6. Have a sense of belonging to the CCB.
7. Be willing to fulfil responsibly the commitments acquired as a member of the Student Council.
8. Be in good financial standing with the CCB.
9. Candidates in Secondary must register their candidacy by means of a letter addressed to the Head of Section. Candidates may not start campaigning until they have received written confirmation of compliance with the above requirements from The Headmaster and the Head of Section.
10. Campaign speeches must be made in English. Only the Personero may make a campaign speech in Spanish
11. Applicants in Secondary, must make a formal proposal to their classroom in English. The proposal will be reviewed by the advisor, and presentations and results will be shared with the Head of Section and will count as part of their election.
12. Demonstrate good behaviour that sets an example to the whole institution. This means not having had any sanctions for serious or very serious disciplinary situations during the previous school year.
13. Ethical behaviour must be evident in the campaign. There must be no intentional acts to influence the vote by means of improper conduct. It is forbidden to offer or give gifts.
14. In secondary, the list of candidates must be approved by a committee of teachers from each year, who check that they meet the requirements.

6.1.2 Student Council Elections

Elections will take place during the first 4 weeks of the initiation of academic activities. The Student Councils have as an adviser a teacher or manager appointed by the Head of Section. In Secondary the teacher will accompany the council when necessary.

The Primary Student Council:

It consists of one representative per group from grade 2 onwards. One representative per group is elected by simple majority and secret ballot. In the event of a tie, the vote is repeated. The student who comes second in the voting will be appointed as an alternate.

The Secondary Student Council:

It is made up of one representative per group from grades 6th to 12th. The student who obtains the second place in voting will be designated as a substitute. The election will be through the simple majority system and by secret ballot. If a tie is drawn, then the vote is repeated.

If blank/ white votes are the majority, the group will be given the option to nominate more candidates and the election will be repeated.

The 12th grade Spokesperson attends with voice but no vote.

6.1.3 Duties of Student Council Members

1. Propose the Council's internal regulations and submit them for approval by the respective Head of Section.
2. In the Primary and Secondary Sections, when a teacher does not arrive in time for class, the student representative or substitute for the group must immediately report this absence to the Section secretary's office. In the absence of a representative, a student from the class must report to the Secondary Section office.
3. He/she must promote compliance with the rights and duties of the students.
4. To listen to the general opinion of the students on the conditions and services of the College and to present suggestions to the management for improvement.
5. The Student Council has the power to put forward positive ideas and criteria that are in the best interests of the Institution as a whole. However, it shall have no decision-making power over the policies and regulations of the Institution.
6. Serve as a means of communication between students and the Student Council.
7. To convey to students the importance of taking care of the school's facilities and property.
8. Receive student initiatives.
9. Plan and coordinate social activities of the school previously authorised by the school authorities.
10. Schedule, hold and attend meetings at least once a month.
11. Follow up on the proposals of the school spokesperson.
12. Work together with school participation bodies.

In Secondary

1. To advise the Student Council President in the performance of his or her duties as a member of the School Directive Council.
2. To elect the Treasurer of the Council.
3. Coordinate activities with students from other schools previously authorised by the school authorities.
4. Coordinate the activities of the Assemblies agreed between the Student Council and the Head of Secondary.

The Student Council will meet at least once a month. In the Secondary, Student Council meetings are organised by the President, at times that do not interfere with school activities. Minutes must be taken at each meeting. In Primary School, these minutes must be signed by the President and the teacher. The minutes should be filed in the Student Council Archive of the respective section.

The ideas received in the Student Council are analysed as follows:

From the students to the Council, via the class representative.

From the Council to the Headmaster and Heads of Section, via the Primary and Secondary President.

6.1.4 Student Council President

The President of the Student Council is a grade 12 student, who is responsible for leading the Student Council and complying with the School Handbook and its Governance Plan. The President must choose, from among the members of the Student Council, its secretary, who must be a grade 10 student, and the treasurer, who must be a grade 12 student.

Process for election of President and Vice-President:

1. Student Council representatives from grades 11 and 12 who wish to run for the position of President and Vice-President must campaign within the Student Council. Through an assembly, candidates will present their ideas to the other representatives.
2. By a simple majority process and secret ballot, the new President (grade 12 student) and Vice-President (grade 11 student) of the Student Council are elected.

Duties of the President:

1. Chair the Student Council.
2. Organise logistics for assemblies and other community events.
3. Attend the Coexistence Committee and the Board of Directors with voice and vote.
4. To lead the execution of the Government Plan.
5. To work hand in hand with the representatives of each classroom.

Functions of the Vice-President

1. To support the President in the exercise of his/her functions.
2. To replace the President in his/her temporary absences.

6.2 PREFECTS

The position of Prefect is one of the highest honours to which a student of the School can aspire. It is a position of leadership which has its origins in the British educational tradition. It is a recognition of academic excellence, leadership and the promotion of CCB values. It prepares students for the responsibilities of leadership and at the same time puts them in a position to lead or be led by their peers.

The number of Senior Prefects may be between 10% and 12% of Grade 12 students. Candidates who apply, or are nominated by their peers and teachers, must not have had serious or very serious disciplinary situations in grade 11.

Candidates for Prefects must be in good academic standing. In secondary school, good academic performance means finishing the previous school year with a minimum average of 5.0 from grades 6 to 11. A student who has a subject pending from the previous year will not be able to apply for Prefect.

6.2.1 Election process for Prefects

Elections will take place over the course of the last 8 weeks of grade 11.

Aspiring Prefects finalists are chosen by vote by the teachers in grades 9-11.

The candidates with the highest vote will be interviewed by the Headmaster, Head of Section and the IB Diploma Coordinator.

The Headmaster chooses the Prefects, taking into account the recommendations of those who attend the interviews, based on a previously defined rubric (they will take into account the trajectory of leadership and participation in activities of the educational community, academic performance and others). In the Prefects team there must be men and women.

6.2.2 Duties

1. Organising and coordinating the other students, who propose actions to celebrate the last year at the school for themselves and their classmates.
2. Fundraising for the graduation party and excursion.
3. Supporting the elaboration of the Senior Section in the School Yearbook, and the collection of publicity for the yearbook.
4. Support school authorities in the enforcement of disciplinary rules.
5. To give speeches at Secondary Assemblies and to take charge of their organisation.
6. Work collaboratively with the Student Council, Personero and House Captains.

6.2.3 Process for Election of Head Boy and Head Girl

Of the 12th grade students elected as Prefects the Head Boy and Head Girl are appointed by the Headmaster after interviews, along with the Head of Secondary and the IB Diploma Coordinator.

6.2.3.1 Requirements to apply to be Head Boy and Head Girl:

1. Demonstrate the attributes of the Profile of the Educational Community.
2. Be a student leader with positive attitudes.

3. Be a conciliatory person in the face of conflicts that sometimes arise in your year.
4. Have a good academic performance. In Secondary, having good academic performance implies finishing the previous school year with a minimum average of 5 from grades 6 to 10 and 6 in grade 11 at the end of the school year. The student who has a pending subject from the previous year will not be able to aspire to be elected as Head Boy or Head Girl.
5. Listen to the observations of classmates, teachers and managers.
6. Have a sense of belonging to the CCB.
7. Possess the disposition to responsibly fulfil the commitments acquired as Head Boy or Head Girl
8. Be in good standing with the CCB.
9. In Secondary, all candidates must register their candidacy by means of a letter addressed to the Head of Section. Candidates may not start the campaign until they receive written endorsement of compliance with the above requirements.
10. In Secondary, the list of aspiring candidates must be approved by a committee of 12 teachers, who check that they comply with points 1-9.
11. Use English in interviews and presentations to other audiences that require it.
12. Observe good behaviour, which serves as an example to the entire Institution. This implies not having had disciplinary sanctions for serious or very serious disciplinary situations during the previous school year.

6.2.3.2 Duties of the Head Boy and the Head Girl

1. Lead the Prefects team
2. Coordinate the Friendship Cup with Colegio Bolívar.
3. Coordinate other senior events.
4. Attends Directive Council meetings with voice and vote.
5. Deliver the graduation speech at the graduation Ceremony (one in English, the other in Spanish).
6. Other functions similar to the previous ones assigned by the Headmaster or Head of Section.

6.3 SPOKESPERSONS (*Personeros*)

Students from Grades 6 ° to 12 ° choose by the system of simple majority and secret ballot:

- A Main Personero, who must be at that time in Grade 12th, and
- A Deputy Spokesperson, who must be at that time in grade 11, to work together and give continuity to the projects.
- A Spokesperson Delegate for each of 6th to 10th grade chosen by peers. Interested students send a letter of intent to the Spokesperson. The vote will not be revealed but the two candidates with the highest voting will go on to an interview with the Spokesperson, the Deputy Spokesperson, a teacher and two Prefects.
- The Spokesperson and Deputy Spokesperson elect the Spokesperson Delegate of each grade, taking into account the results of the voting, the interview and the opinions and suggestions of the teacher and the two Prefects.

This process is carried out within 60 days after the election of the Spokesperson and Deputy Spokesperson. The Spokespersons delegates who participated in the team of Spokespersons in prior years may run again.

The Personero Titular and Vice Personero shall run as a candidate and shall be elected within thirty calendar days of the start of school. Before the elections, candidates must present an outline project and their ideas to the Secondary Head Office.

Candidates for Personeros must be endorsed by The Headmaster, the Head of Section and the Secondary teaching staff. Candidates must observe good behaviour, which serves as an example to the whole Institution. This implies not having had serious or very serious disciplinary situations during the previous school year. However, each individual case will be evaluated on a case-by-case basis.

Duties of the Spokesperson

The Spokesperson is in charge of promoting the exercise of the duties and rights of students enshrined in the Constitution, laws, regulations and the School Handbook.

The duties of Spokespersons are

- 1) To promote and analyse ideas that benefit the fulfilment of the rights and duties of the student, for which he may use the School's internal communication means, request the collaboration of the Student Council, organize forums or other forms of deliberation.
- 2) Receive and evaluate the complaints and claims that the students present regarding violations of their rights and those formulated by any person of the Educational Community on the breach of the obligations of the students;
- 3) To present to the Head of Secondary and the Headmaster, the requests that deemed necessary to protect the rights of the students and to facilitate the fulfilment of the duties.
- 4) To be a mediator before the appropriate channels, to whom the student can attend at the appropriate time and according to the duties that are his responsibility.
- 5) When deemed necessary, appeal to the appropriate person, the decisions regarding the petitions presented through him.
- 6) Meet at least once a month with the Head of Secondary and Headmaster for project analysis and evidence of work.
- 7) Work to promote and strengthen citizen culture and CCB culture
- 8) Ensure and protect school facilities and the environment.
- 9) Direct and guide the Spokesperson team
- 10) Attend the Directive Council when required.
- 11) Attend the Coexistence Committee, with voice and vote.
- 12) Attend the Student Council meetings, with voice but without vote.

Spokesperson Team

The Spokesperson Team consists of one student of grades 6 to 10, elected as Spokespersons delegates. They will meet at least once a month. Meetings are organised by the Spokesperson, at times that do not interfere with school work. Minutes must be taken from each meeting. This record must be signed by the Spokesperson. These minutes must be filed in the Archive of Secondary Spokespersons.

Duties

- 1) The Spokespersons Delegates will fulfil the same duties as the Spokesperson in their corresponding years, except attending to the Directive Council or Coexistence Committee.
- 2) Work on projects proposed by the incumbent Spokesperson and Vice Spokesperson and provide continuity.
- 3) When the incumbent Spokesperson cannot perform duties (for academic commitments, or having graduated), the Vice Spokesperson will replace him and the Spokesperson Delegate of Grade 10 will replace the Vice Spokesperson.
- 4) Spokespersons Delegates may attend the Student Council with voice but no vote, when invited by the Student Council President.
- 5) Spokespersons delegates should be an example of culture and leadership in their corresponding years.
- 6) Confidentiality is crucial in this work.

6.4 HOUSE Captains and Vice-Captains and HOUSE Representatives

The HOUSE Captains and Vice-Captains are responsible, in conjunction with the HOUSE Coordinator and the Student Council, for planning and executing HOUSE activities. They will be supported by the CASAS Head Teachers.

In Primary the HOUSE Captains are 8 students, one boy and one girl per HOUSE, who are in fifth grade and in Secondary 8 students in twelfth grade, one male and one female per HOUSE.

The 5th and 12th grade HOUSE Captains will serve until the closing ceremony when they will be relieved by the new Captains chosen from the 4th and 11th grade students who will be chosen prior to the closing ceremony.

Aspiring HOUSE Captains will self-nominate or be nominated by their peers and teachers. In order to be candidates for election, they must have the approval of the teachers of the grade to which they belong (4th, 11th), the Head Teachers of HOUSE, The Headmaster and the respective Head of Section, taking into account that they must not have had serious or very serious disciplinary situations in the previous school year. However, each individual case will be evaluated. Students per HOUSE who meet the established profile will be nominated.

HOUSE Captains and Vice-Captains Profile

HOUSE Captains and Vice-Captains are especially noted for being:

- Good communicators, they understand and express ideas and reliable information. They stand up for what they believe in with valid arguments, courage and eloquence, proceeding responsibly in making reasoned and ethical decisions.
- They show empathy, sensitivity and respect for the needs and feelings of others. They are personally committed to helping the members of their HOUSE and have a positive influence.
- Balanced, they understand the importance of physical, mental and emotional balance in achieving personal well-being and that of others.
- Reflective, they are able to recognise and understand their strengths and limitations, celebrating triumphs with enthusiasm and restraint and recognising defeat as a learning experience.

The HOUSE Captains and Vice-Captains are responsible, together with the Houses Coordinator, the Student Council and the Personero and Vice-Personero, for the programming or execution of the activities of the "We are one" Corazón Colombo Day. They will be supported by the Heads of House.

GRADE LEVEL HOUSE REPRESENTATIVES

Grade level House Representatives will act as spokespersons for their peers in the planning and evaluation processes of the activities. They will be responsible for leading the organisation of their fellow House members in order to facilitate the participation and enjoyment of all. Candidates must observe good behaviour, which serves as an example to the whole Institution. This implies not having had any disciplinary sanctions for serious or very serious disciplinary situations during the previous school year. However, each individual case will be assessed on a case-by-case basis.

In Primary this function will be exercised by 1 boy and 1 girl from each House from 2nd to 4th grade, elected by the members of their House from their own grade. They will be led by the 5th grade House Captains as they are the eldest in the Section.

In Secondary, female and male students who meet the established profile will be nominated. The student who obtains second place in the voting in grades 6 to 11 will be designated as an alternate and will assume the functions of Representative in the absence of the latter.

The election will be done by simple majority and secret ballot by the students of their own HOUSE and grade. In the event of a tie, the vote shall be repeated at that time. In the event of a majority of blank votes, the group will be given the option to nominate additional candidates who must be approved by the Head of House and their Advisor.

The Headmaster and the Head of Secondary must give final authorisation before the Captains and Representatives are announced.

Profile of House Representatives by grade level

The House Representative is especially noted for being:

Inquisitive, curious by nature, learns enthusiastically and promotes enjoyment of the activities undertaken.

Good communicator, understands and expresses ideas and reliable information, listens actively to peers and is willing to collaborate effectively with others.

Integrity, acts with responsibility, integrity and honesty, possesses a deep sense of fairness, justice and respect for the dignity of individuals, groups and the community at large.

Open-minded, they take responsibility for their actions and the consequences of their actions, are used to considering different points of view and are willing to learn from experience.

Risk-Taker, has initiative, is able to solve problems and take decisions to contribute to the benefit of the activity, adapting to changes and challenges.

6.5 SPORTS TEAM CAPTAINS

Captains must show good behaviour, which serves as an example to the whole Institution. This implies not having had any disciplinary sanctions for serious or very serious disciplinary situations during the previous school year. However, each individual case will be evaluated.

PROFILE OF SPORTS TEAM CAPTAINS.

Captains and Vice-Captains of sports teams stand out especially for being:

- Good communicators, they understand and express ideas and reliable information. They defend what they believe in with valid arguments, courage and eloquence, proceeding in a responsible manner when making reasoned and ethical decisions.
- They show empathy, sensitivity and respect for the needs and feelings of others. They are personally committed to helping their team members and have a positive influence.
- Balanced, they understand the importance of physical, mental, academic and emotional balance for personal well-being and that of others.
- Reflective, they are able to recognise and understand their strengths and limitations, celebrating success with enthusiasm and restraint and recognising defeat as a learning experience.

Captains and Vice-Captains of representative teams are responsible, together with the Coach, ECAs Coordinator and Director of Sport, for working towards a good atmosphere in their teams on and off the field.

SPORTS TEAM CAPTAIN SELECTION PROCESS.

Captains and Vice-Captains of sports teams are pre-selected by their peers, then the Coach, the RCT Coordinator and the Director of Sport will verify that the candidates meet the stipulated profile and will make the official appointment to the team.

6.6 REVOCATION OF APPOINTMENT OF STUDENT REPRESENTATIVES

The following shall be grounds for revoking the appointments of members of leadership groups, e.g. Student Council, Prefects, Head/Deputy Head Boy, Head/Deputy Head Girl, Personero, Vice Personero or Delegate Personero, House Captains/Representatives, Sports Team Captains, Corazón Verde President and Vice-President:

1. Failure to fully perform any of the duties assigned to them.

2. Missing 3 of the meetings they are required to attend, without good cause. Justifiable excuses for Student Council members will be endorsed by the Council Coordinator (accompanying teacher) or the Secondary Student Council President.
3. Failure to submit to the Treasurer the monies due to the Student Council, or failure to be clear in the collection of funds.
4. Incurring in a serious or very serious disciplinary situation, punishable by disciplinary action.
5. Committing fraud, or failing to maintain due confidentiality on matters of which he/she has knowledge by reason of his/her duties.
6. Promoting or carrying out actions that have not been approved by the section or The Headmaster.
7. Failing to comply with the academic requirements stipulated by the section.

The appointment will be revoked by The Headmaster, Head of Section or his/her delegate at his/her own discretion or upon request and reports submitted by members of the Education Community, following due process:

In the event that the appointment is revoked, or a member of the Student Council resigns, the position will be filled by the student from the same group who has obtained the next highest vote in the elections. In the event that only one candidate has stood for election, the Student Council shall elect a student from the same group to replace him/her.

In the event that the Student Council President's appointment is revoked, or the Student Council President resigns, he/she will be replaced by the Vice-President.

In the event of a revocation of appointment, or resignation of the Head Boy or Head Girl, the Headmaster shall choose a replacement from among the Prefects.

In the event of the revocation of the appointment, or the resignation of the 12th grade Personero, he/she may be replaced by the Deputy Personero.

In the event that the appointment is revoked, or in the event of the resignation of the Alternate, or of a Delegate, he/she shall be replaced by the student of the same grade who has obtained the next highest vote in the elections. In the event that only one candidate has stood for election, the Personero shall elect a student of the same grade to replace him/her.

In the event of a revocation of appointment, or resignation of the House Captains/House Representatives, Sports Team Captains, President and Vice-President of Corazón Verde, he/she may be replaced by the student with the next highest vote, provided he/she meets the requirements.

A student whose appointment is revoked will not be eligible to stand for Student Council, Prefect, Head Boy, Head Girl or Personero in the following academic year.

Students may hold more than one leadership role, but in no case may they hold more than one of the following positions in the same school year:

Head Boy/Girl & Deputies
 Personero 12 / Personero 11
 Student Council President
 President, Vice President NHS

6.7 PARENTS COUNCIL

The Parents' Council is a body for the participation of the parents of the educational establishment aimed at ensuring their continued involvement in the educational process and at raising the quality results of the service. Its formation is compulsory.

The Headmaster, through the Head of Section, shall invite parents to elect, during the first 30 days of the school year, their representatives to the Parents' Council. The President or Vice-President of the Parents' Council will present to the parents of each grade the functions and scope of the Role of the Representatives.

The election of parent representatives for the relevant school year shall take place at the first grade level meeting with at least fifty percent (50%) of the parents present or with the parents present within one hour of the start of the meeting.

The Head of Section will invite the Chairperson or Vice-Chairperson of the Parent Council to explain the role and invite parents from each grade to nominate themselves during the meeting. Each family has one vote.

Three (3) parents will be elected by vote for each of the grades (principal, first and second alternate), who in turn will be designated as representatives before the Evaluation and Promotion Committee of the respective grade. The parent who receives the highest number of votes will be the principal and will represent the grade. The parent who receives the second highest number of votes will be the first alternate and will be appointed in his/her absence or when the main parent is unable to attend due to a case involving his/her child. In each grade, a second alternate shall be appointed, who shall be the third place vote-getter, to replace the principal and the alternate on the evaluation and promotion committee. In the event of a tie, a second round of voting will be held to resolve the tie at that time.

Nursery parents will elect a parent representative to represent the parents of Toddlers, Tiny Cubs and Nursery.

Parent representatives must be parents of at least one student in the respective grade. A parent may not be a representative for more than one grade level. Only parents who are in good standing with the CCB may apply.

Teachers, managers, employees, contractors of the school (including their spouses), or PTA managers (including their spouses) may not be parent representatives on the School Parent Council, in order to avoid possible conflicts of interest.

The Parent Council shall meet at least every two months at the call of The Headmaster, or at the call of the PTA.

6.7.1 Duties of the Parent Council

1. Contribute with the Headmaster in the analysis, dissemination and use of the results of periodic competency assessments, state tests and the IB Diploma Programme.
2. Require that the school, with all its students, participate in the competency and state tests conducted by the Colombian Institute for the Promotion of Higher Education, ICFES (SABER Tests).
3. Support artistic, scientific, technical and sporting activities organised by the school, aimed at improving students' skills in different areas, including citizenship and the creation of a culture of legality.
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 in order 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 the rights of the child.
6. To foster a climate of trust, understanding, integration, solidarity and agreement among all members of the educational community.

7. At the beginning of the school year, the Head of Section will create a chat in which the Head of Section, the Deputy Head, the main representatives of each grade will participate, in order to have more effective and timely communication.
8. The Parent Representative will create a chat room for the grade level, reviewing membership updates and reporting or removing inactive members. This chat will be administered by the main representative to the Parents' Council, who will ensure that the principles of communication are followed.
9. To present proposals for the improvement of the Coexistence Manual within the framework of the Constitution and the Law.
10. To collaborate in activities aimed at promoting the physical and mental health of pupils, solving learning difficulties, detecting problems of school integration and improving the environment.
11. To present proposals for modification of the institutional educational project that arise from parents in accordance with the provisions of the Law.
12. To elect the President of the Parents' Council and the Vice-President. The President of the Parents' Council will be the parents' representative on the Board of Directors, the Coexistence Committee and the Ethics Committee. To elect the representatives of RedPaPaz.
13. In the event of the inappropriate exercise of the functions of a representative to the Parents' Council, a breach of the provisions of the Coexistence Manual, or a disagreement or conflict between the principal and the substitute, which affects the development of their functions, the President of the Parents' Council will inform the Parents' Council of the situation. Once the situation has been analysed, the Parent Council may decide that the principal or substitute representative may not stand as a representative in the following year. In any case, the Ethics Committee must be informed so that it can decide on the continuity of those involved in the Parent Council.
14. Lead the review, promotion and implementation of the Essential Agreements referred to in chapter 13 of this handbook.

Paragraph 1.

The Headmaster will provide all necessary information so that the Parent Council can fulfil its duties.

Paragraph 2

The Parent Council will exercise these duties in direct coordination with the Headmaster and will require express authorization when assuming responsibilities that commit the School to other instances or authorities.

6.8.2 Election of the Parents' Representative on the Directive Council

The Parent Council shall, at a meeting convened for this purpose by the Headmaster, elect the Chair of the Parent Council and his / her alternate. The President of the Parent Council shall be the representative of the parents on the Directive Council.

The Parent elected as President or Alternate of the President must have been a principal member of the Parent Council for a minimum period of 2 years. The President may be re-elected for up to three (3) successive terms.

The parent representative, elected to serve on the Directive Council, will periodically report to the Parent Council on the most relevant aspects of his or her management and participation in the Directive Council.

The President of the Parent Council will be invited to some meetings of the Central Committee of the PTA to articulate the work of these 2 entities.

6.8.3 Absences

The representative who is absent from the Evaluation and Promotion Commission meeting, without just cause or prior notice to the corresponding Section Head, may not stand as a candidate and be elected in the following academic year.

When the parent grade representatives excuse themselves from attending the Evaluation and Promotion Commission, or are impeded, the Section Head or his / her Assistant shall convene another parent, preferably of the same grade, by calling the parents in Alphabetical order of last name.

A representative who misses fifty percent (50%) of the Parent Council meetings, may not stand for election or be elected in the following academic year.

6.8.4 Confidentiality

The information to which the representatives of the Council of Parents in the Evaluation and Promotion Commission have access is confidential. The parent representative who releases information discussed in this Committee may not be a candidate or be elected in the following academic year as a violation of the reservation commitment that is required.

6.8.5 School for Parents.

The School has an ongoing programme of parenting support in line with the provisions of Act 2025 of 2020.

The Parent Council will meet with sections of the School to identify opportunities for improvement, areas of need and offer support for conferences and workshops to suit the needs and ages of the children.

The three academic sections will also provide spaces to develop the aforementioned programme.

In furtherance of this commitment, the Parent Council appoints at least one representative each year to attend and support the promotion of the conferences offered by Red Papaz. Red PaPaz offers conferences that support the fulfilment of the objectives of the School for Parents. The parent representative will communicate, if required, to the school's Psychology team their support in attending Red PaPaz meetings or participating in a particular event.

6.9. SCHOOL COEXISTENCE COMMITTEE

6.9.1 Formation of the School Coexistence Committee

- The Headmaster, who chairs the committee,
- The 12th Grade Student Spokesperson, who may be replaced by the Grade 11 Spokesperson.
- Psychologists of Secondary, Primary or Early Childhood, according to the topics to be discussed.
- The Section Head of Primary, or the Section Head of Secondary or Early Childhood, depending on the issues to be addressed.
- The President of the Parent Council, or his alternate.
- The President of the Student Council (Head Boy and Head Girl).
- Secondary Coordinator.
- The Assistant General is the Secretary and assists with a voice but no vote.

Paragraph:

The Headmaster may invite members of the educational community with a voice but without vote, knowing the facts, with the purpose of expanding information.

6.9.2 Duties of the School Coexistence Committee

1. Identify, document, analyse and resolve conflicts between teachers and students, management and students, and between students.
2. Analyse and make recommendations when conflicts arise between parents and members of the educational community.
3. Lead the school in actions 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.

4. Promote the school's involvement in strategies, programmes and activities for coexistence and citizenship building that are carried out in the region and that respond to the needs of the educational community.
5. To convene a space for conciliation for the resolution of conflictive situations that affect school coexistence, at the request of any of the members of the educational community or ex officio when deemed appropriate in order to avoid irremediable damage to the members of the educational community. The student will be accompanied by the father, mother, guardian or a colleague from the educational establishment.
6. Define, review and propose improvements to the processes of promotion, prevention, care and monitoring within the framework of the Comprehensive Care Route and Protocols for the care of type II and type III situations (see numeral 4.10), and submit them for approval by the Board of Directors.
7. Activate the Comprehensive Care Route for School Coexistence defined in Article 29 of the School Coexistence Law (Law 1620 of 2013), for specific situations of conflict, bullying, high-risk behaviours of school violence or violation of sexual and reproductive rights.
 - a. Depending on the seriousness, some will be dealt with by the Coexistence Committee.
 - b. Those that cannot be resolved by the Coexistence Committee in accordance with the provisions of the Coexistence Manual, because 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 System and the Route.
 - c. Define the reporting in the Unified Information System of School Coexistence SIUCE. The purpose of the SIUCE is to identify, record and monitor cases of bullying, pregnancy, school violence and violations of sexual and reproductive rights, gender-based violence, harassment, racism, suicide, cyberbullying, prevention of psychoactive substances, among others.
8. Advise the Headmaster in the process of defining the handling of information before the media or the educational community in general, if required.
9. Review and analyse the data provided by the SIUCE reports in order to identify and classify situations. With this information, the most common situations are identified in order to define the steps to be taken to prevent them.
10. Follow up on type II and type III situations.
11. Lead the development of strategies and instruments aimed at promoting and evaluating school coexistence and the exercise of sexual and reproductive human rights.
12. Monitor compliance with the provisions set out in the Coexistence Manual, and submit a report to the respective body that is part of the structure of the National System of School Coexistence and Training for Human Rights, Education for Sexuality and the Prevention and Mitigation of School Violence, of cases or situations that have come to the attention of the Committee.
13. 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 to determine more and better ways of relating to each other in the construction of citizenship.

6.9.3 Rules of Procedure of the Coexistence Committee

1. **Meetings:** The committee will meet ordinarily every month, with the possibility of scheduling extraordinary meetings. Sessions may be held in person or virtually.
2. **Quorum:** The quorum for deliberating and deciding shall be 50% of its members.
3. **Minutes:** The secretariat shall draw up the minutes of the meetings establishing as a minimum:
 - a. Place, date, and time of the meeting.
 - b. Record of the Committee members attending the meeting.
 - c. Indication of the means used to communicate the summons to the Committee members.
 - d. Summary of the topics discussed at the meeting, as well as the actions, measures and recommendations.
 - e. Signed by The Headmaster and the Secretary.
4. The members of the Coexistence Committee must be guided by the postulates of the Code of Ethics and Good Corporate Governance (published on the school's website).
5. In particular, the duties of:
 - a. To maintain strict confidentiality of personal data and, in general, of all matters dealt with.

- b. Report cases of conflict of interest and refrain from participating when they arise. Conflicts of interest will be resolved following the procedure established in the Code of Ethics and Good Corporate Governance.
6. **Teamwork:** The members of the Coexistence Committee are committed to:
 - Value different opinions, experiences, histories and understandings of situations.
 - When a difficulty is identified, not to focus on the negative, but to seek solutions.
 - Actively listen with attention and interest to what others have to say.
 - Intervene so that participants
 - Have equal opportunities to speak.
 - Take turns to speak and give participants equal opportunities to speak.
 - Identify one's own and other people's emotions.
 - Respect confidentiality as central to trust.
7. **Action Plan:** At the beginning of each school year, Heads of Section must present to the School Coexistence Committee an Action Plan for the school year that addresses the processes of promotion, prevention, attention and monitoring within the framework of the Comprehensive Care Route for School Coexistence (see format appendix 27 PEI). The School Coexistence Committee will monitor the Action Plan on a monthly basis.

7. TEACHERS AND EMPLOYEES

7.1 EMPLOYEE RIGHTS

- 1) To benefit from the guarantees that derive from the Political Constitution of Colombia, the Laws of the Republic and the internal norms of the Colegio Colombo Británico.
- 2) Benefit from training and social welfare programs, in accordance with the requirements determined by the Institution
- 3) Be treated in a respectful way by managers, parents, colleagues and students.
- 4) To receive in due time the assigned salary and social benefits according to their position and the internal salary scale of the School.
- 5) Apply for permits and licenses as established in the internal rules of the Institution.
- 6) Not be discriminated against because of their political or religious beliefs, social status, race or gender.
- 7) Enjoy paid vacation in accordance with what is established in the employment contract.
- 8) Have the possibility of using the school's transport system, always keeping in mind that children have priority.
- 9) Receive recognition for the achievements made by their direct superiors.
- 10) Others established in the rules, internal regulations of the school and its section / area.

Teachers:

In addition to the above rights, teachers have the following rights:

- 1) Ascend in the National Salary Scale and in the internal salary scale of the School.
- 2) To associate with professional, sporting, cultural, scientific, professional and humanitarian ends and to divulge to the different estates of the Institution the achieved achievements.
- 3) Elect or be elected as members of the Directive Council.

7.2 DUTIES OF EMPLOYEES

1. Comply with the obligations deriving from the Political Constitution and the Laws of the Republic, as well as the General Statute for Teachers and other internal rules and regulations of the School and its Section, especially the Manual for the Protection of Minors.
2. Refrain from engaging in acts of proselytising or political, religious, racial or other forms of discrimination among colleagues and students.
3. Refrain from promoting (including by hanging paraphernalia) any position on gender, political or racial identity.
4. Promote a sense of belonging to the Institution, reflecting behaviour congruent with its philosophy and values.
5. Work in an integrated manner with other colleagues, in such a way as to foster union, collaboration and benefit for the educational community.
6. Not to attend school or any work-related activity under the influence of alcohol, drugs or hallucinogens.
7. Refrain from consuming or possessing liquor, psychoactive substances, cigarettes, vaporisers, on the School premises, or in activities promoted by the School inside or outside it.
8. Refrain from administering medication of any kind to students, unless authorised in writing by the Medical Department or by parents in the case of educational trips abroad.
9. Wear clothing appropriate to your position. Refrain from wearing: blue jeans, shorts, miniskirts, T-shirts with advertising, clothes that leave shoulders and backs uncovered, transparent dresses or blouses, fatigue trousers and sweatshirts, tennis shoes (with the exception of General Services, Maintenance and Transport personnel, who may use this footwear received from the CCB as equipment, complying with OSH requirements in terms of safety and comfort for the performance of their duties) or rubber flip-flops. Any exceptions for specific activities shall be approved by the respective manager. On Fridays, employees may wear untorn blue jeans and a shirt or blouse or institutional T-shirts.
10. Treat members of the educational community respectfully inside and outside the school premises.
11. Comply with the established timetables and not leave the school during the school day without the permission of the Head of Section or immediate supervisor.

12. Be loyal to the Institution and offer critical judgements and possible solutions that help to improve it.
13. Comply with the guidelines of the Acceptable Use of Technology Policy.
14. Comply with the policies, instructions and guidelines for Health and Safety at Work, as well as participate in the activities and training programmed by the OSH area and must abide by the safety measures, including the use of PPE. Repeated failure to comply with this provision may be considered grounds for dismissal due to an accumulation of warnings in accordance with Article 2.2.4.6.10 of Decree 1072 of 2015 and the Substantive Labour Code Article 62 numeral 12.
15. All persons involved in the administration of personal data are obliged at all times to guarantee the confidentiality of the information, even after the end of their relationship with any of the tasks involved in the administration of data, and may only provide or communicate data when this corresponds to the development of authorised activities.
To maintain strict confidentiality regarding information and data owned by the School, families, students, or collaborators that are known to them by reason of their functions or responsibilities as defined in the job profile, as established by Law 1581 of 2012 for the protection of personal data. In case of breach of this confidentiality, he/she is liable for payment of damages caused to the Corporación Colegio Colombo Británico, or to third parties without prejudice to any criminal and labour actions that may apply.
16. Comply with the provisions of the School Handbook, the Internal Working Regulations, the employment contract, current biosafety protocols, the Code of Ethics and Good Governance, the Child Protection Manual, and other applicable Colegio Colombo Británico policies.

Duties of Teachers:

In addition to the above-mentioned duties, teachers have the following specific duties:

1. To comply with the provisions of the teaching position competency form.
2. Contribute to the construction and application of the Coexistence Manual and the Institutional Education Project (PEI).
3. Participate in the process of establishing the school's disciplinary rules, disseminating them and monitoring compliance with them.
4. Identify, report and follow up on cases of bullying, school violence and violation of sexual and reproductive rights affecting students. If the situation of bullying of which they are aware is done through electronic media, they must also report it to the coexistence committee to activate the respective protocol.
5. Transform teaching practices to contribute to the construction of democratic and tolerant learning environments that promote participation, the collective construction of strategies for conflict resolution, respect for human dignity, life, and the physical and moral integrity of students.
6. Participate in the processes of updating and teacher training and evaluation of the school climate of the educational establishment.
7. Exercise academic activity with honesty and intellectual responsibility, respecting different opinions.
8. Participate in teachers' meetings and in the academic and administrative activities for which they are required.
9. To develop the assigned courses in accordance with the curricular programmes of the School and according to the established timetables, assuming the responsibilities that this implies.
10. To instil in students respect for the historical and cultural values of Colombia, Great Britain and the world.
11. Develop or participate in activities such as homage to patriotic symbols, extracurricular activities, CASAS or substitutes.
12. Maintain up to date student tracking books.
13. Carry out the academic evaluations programmed in each department and inform students of the results of their evaluation reports before they are systematised.
14. Deliver the reports, lesson plans, annual assessment record, student follow-up book and other materials to which he/she is committed according to the deadlines set out in the "School Calendar" in force or according to the instructions of the respective Head of Section.
15. Prepare or write student reports and official documents of the institution, preferably within the CCB premises.
16. Correct or review with students their assessments in a timely manner.

17. Call roll daily at the beginning of the day and maintain an attendance record whose information will be carried over to mid-term and semester grades.
18. Summon parents when necessary.
19. Not to give private lessons or paid accompaniment inside or outside the Institution, to any student of the School, except for express exceptions authorised by the Heads of the academic sections of the School.
20. Conflict resolution, respect for human dignity, life, and the physical and moral integrity of the students.
21. Participate in the processes of updating and teacher training and evaluation of the school climate of the educational establishment.
22. To develop the assigned courses in accordance with the curricular programmes of the school and according to the established timetables.
23. To be permanent reference adults for the students and to ensure compliance with the rules and appropriate behaviour of the students both in class and in areas other than the classroom.
24. Comply with the duties established in the biosafety protocols in force.
25. Comply with the toilet duty protocol, in accordance with the Child Protection Manual.

7.3 RULES

In addition to all the above and following regulations, the provisions of the National Legislation, the Internal Work Regulations, the Individual Work Contract, the Teaching Regulations, the Code of Ethics and Good Corporate Governance, the Manual for the Protection of Minors and the Biosecurity Protocols in force.

8 PARENTS

The CCB considers teamwork with parents to be fundamental for the success of the educational process of our students. Parents, as the primary educators, must actively support the educational process of their children.

When parents are involved in educational institutions, they improve their quality and the academic performance of their students. Parents have the right and the duty to participate in the process of improving the school.

There are a number of ways in which parents can participate in the school, including the following:

Meetings with Parents: Meetings with teachers and other academic staff at CCB are an important opportunity to work as a team for the benefit of your child's development. This supports the development of students' potential, their academic achievement and their ability to participate better in university life. The school schedules meetings with all parents and students at each report submission. Punctual attendance at these events is important, given the volume of appointments that take place on these days. When parents or the School wish to hold other meetings during the year, an appointment can be arranged through the regular channels set out in section 3.1.2 of this handbook.

Volunteering: There are volunteering options in which parents can participate, such as:

Room Parents: in Early Childhood.

Parent Readers in Early Childhood.

Lectures to students on professional topics or topics of interest to children.

Making didactic material, decorations and props for different events. To participate in these volunteering activities parents sign up at the Orientation meetings at the beginning of the school year.

Joining one of the CCB's organisations:

Alumni Association: This option is open to all CCB alumni.

PTA (Parent Teacher Association): Parent Teacher Association. It is made up of a group of volunteer parents whose purpose is to promote the welfare of the students and to participate in the integration with the community. The PTA is organised in different committees, which work for the welfare of the CCB school community:

COS: Social Work Committee, carries out actions to contribute to social welfare, focusing its main efforts on the community of territorial influence of the CCB.

Pastoral Committee, supports the entire CCB community in spiritual, personal, family and social growth, through evangelisation and community work, strengthening the integral formation of all.

Student Committee, works hand in hand with the students, supporting them in each and every one of the different activities required by them, and thus strengthening the

ties between parents and students. Welcomes new families to the CCB community and invites them to join the PTA association.

Warehouse and Purchasing Committee, analyses the needs of the CCB community in terms of certain items and products required by our students. During the enrolment season, it sells textbooks and school supplies, now with the possibility of acquiring them virtually.

We serve as intermediaries to achieve the rental of garments for first communions, confirmations and grade.

Committee of teachers and collaborators, ensures the welfare of teachers, collaborators, develop activities for the benefit of them and their families, work for the integral development of its members and support them in the process. Another of the main objectives of this committee is to deliver the "bono provivienda" (housing voucher).

Attending the school's programmed events is one of the ways in which parents show their children that they value their education. There are a variety of events scheduled throughout the year, such as workshops, conferences, assemblies, cultural presentations, Intercasas competitions, sports, PTA festival, Immaculate Conception celebration.

It is important to be aware of invitations to these events through the school calendar, school newsletter and email circulars.

8.1 RIGHTS

- 1) To know in advance or at the time of enrolment the characteristics of the educational establishment, the principles guiding the institutional educational project, the School Handbook, the curriculum, the basic pedagogical strategies, the school evaluation system and the Institutional improvement plan.
- 2) To express in a respectful way and through appropriate channels their opinions regarding the educational process of their children and about the degree of suitability of the teaching and management staff of the educational institution.
- 3) Be treated with courtesy and respect by the directors, administrative staff and teachers of the School, during the established hours, by prior appointment and following the established appropriate channels.
- 4) Work as a team with the School to support the integral formation process of their child.
- 5) Receive information about the academic performance and behaviour of their children periodically throughout the school year.
- 6) Receive a sufficient and timely response to requirements regarding the progress of the establishment and on matters that particularly affect the educational process of their children. (Decree 1286/2005)
- 7) Be aware of the work, workshops, evaluations of their children, to review with them the correctness and failure.
- 8) Receive timely information about School events and activities.
- 9) Know the policies, rules and procedures of the school, including the policies and protocols established for the alternation period and / or health emergency.
- 10) Make use of the J. P. Cushman Information Centre of the School, taking into account the regulation established for the users.
- 11) Participate in the definition of the general guidelines of the School through the Assembly of Shareholders and other relevant mechanisms.
- 12) Participate in the educational process that the School develops and, especially, in the construction, execution and modification of the institutional educational project, through the established instances.
- 13) Provide suggestions and recommendations on events and activities of the School through the

mechanisms established for this.

14) To know the information about the results of the tests of evaluation of the quality of the educational service of the School.

15) To choose and be elected to represent the parents in the school governing bodies and before the public authorities, in the terms provided in this Handbook.

16) Exercise the right of association with the purpose of improving educational processes, the training of parents in matters relating to the best education and the harmonious development of their children.

8.2 DUTIES

In order to ensure compliance with the commitments made with the education of their children, the following duties are the responsibility of the parents:

1) Comply with all the registration procedures on the set date. This information is communicated by a circular.

2) Contribute that the educational service is harmonious with the exercise of the right to education and in fulfilment of its social and legal purposes.

3) Comply with the obligations assumed in the act of registration and in the School Handbook, to facilitate the educational process.

4) To contribute to the construction of a climate of respect, tolerance and mutual responsibility that favours the education of the children and the best relationship among the members of the educational community. Treat respectfully to members of the educational community.

5) Respect the appropriate communication channels, without intervening directly with other students other than their own children, and inform the relevant Section Head about any situation that presents itself.

Note: The recriminatory intervention of a parent in a situation of conflict with a student (other than his / her child) in the School is explicitly prohibited.

In the event that a parent of a family violates the rules of coexistence established in this Handbook, the corresponding Section Head will present the situation to the Headmaster. The Headmaster, after dialogue with the parent (and other members of the educational community involved, if applicable), will request the concept of the Coexistence Committee. Once this procedure is fulfilled, the Headmaster may define limiting the access of said father to the educational facilities to events only with prior appointments agreed with the School officials. In the event that the parent does not agree with the measure, he or she may appeal to the Directive Council.

6) Accompany the educational process in fulfilment of their responsibility as the first educators of their children, to improve personal orientation and the development of citizens' values.

7) All students must live with a parent or guardian. In the event that both parents have commitments that imply that they are absent from home, they must ensure that their children have adequate supervision by a responsible adult and must notify the section of their absence and notify who will be the responsible adult.

8) Educate your children and provide them a home environment of affection, respect and tolerance.

9) Ensure that their children carry out their duties responsibly, and inculcate respect, appreciation and appreciation for themselves, their peers, towards the School and all the staff who work there.

10) To know and support the vision, mission and philosophy of the School, its pedagogical principles and support the established policies, rules and procedures, taking into account that the fundamental interest is the identification of the capacities of their children, as well as the Difficulties to contribute to a better integral formation.

11) To know, respect and comply with the school calendar established by the School in accordance with the provisions of the Municipal Education Secretariat.

12) Bring and pick up your children promptly before starting the day and at the end of the day, if they are not users of the school's transportation service.

13) Ensure that your children arrive at the school in good health, wearing the complete uniforms, with the correct materials and completed homework. In other words, comply with the recommendations made by the School.

14) Teach your children to take care of the School property and to have a sense of belonging for it.

15) Communicate in a timely manner, and in the first place to the School authorities, any irregularities they may be aware of, inter alia, in relation to child abuse, sexual abuse, trafficking or consumption of illicit drugs. If you do not receive a prompt response, go to the competent authorities.

(Decree 1286)

16) In Primary it is the duty of the parents to review the school agenda or communicator, signing it and informing the news in due course.

17) In Early Childhood it is the parent's duty to review Toddle daily and use the institutional email to communicate with teachers.

18) Attend School, when requested for assemblies, meetings, interviews, conferences, festivals, workshops, School of Parents, etc.

19) When both parents are unable to attend orientation meetings, Parent Day-EC, academic meetings, tripartite meetings, parent workshops or other meetings programmed by the School, they must submit a written excuse. In case of unforeseeable events, both parents cannot attend, they must submit to the Headquarters of the Section or the Headmaster's Office of the School a justified excuse within a period of no more than 5 calendar days after the day of the meeting for which they were summoned. Parents who do not comply with this duty, must pay in the School Treasury the sum of fifty thousand (\$50,000) pesos, in a term no longer than 30 calendar days. This fine will be charged to the parents on the next invoice.

20) To support the establishment in the development of actions that lead to the improvement of the educational service and that raise the quality of learning, especially in the formulation and development of institutional improvement plans.

21) Participate in the annual self-evaluation process of the educational establishment, in the established instances.

22) Pay for the economic commitments acquired with the Institution within the first fifteen (15) days of each month.

23) Ask for meetings with teachers or tutors when necessary, avoiding by all means interrupting classes.

24) Only in cases of real urgency, send materials and messages to your children while they are at the School.

25) Plan medical and dental appointments, trips and vacations in a way that does not affect the normal development of activities planned by the School for the students

26) Abide by and comply with the rules established by the Institution.

27) Inform the school of the reason for their children's absence.

28) Inform the school of their children's disabilities and / or external treatments.

29) To be responsible for material damage caused by their children during their curricular and extracurricular activities.

30) To attend appropriately dressed and in accordance with the dress code determined in the summons or information circular for the different meetings.

During remote learning periods, parents have the following additional duties:

1. An appropriate electronic device (tablet or laptop, not cell phone) to be able to participate in education with the support of ICTs.

2. An internet service that allows them to connect with all their classes

2. Parents should not interrupt face-to-face or remote learning sessions.

3. No parent may have a recriminating intervention or with offensive language, neither in person at the school, nor during remote learning sessions.

4. For the students of the Early Childhood Section, make sure that the caregiver of their children can support / accompany the process of the children during the absence of the parents, in remote learning mode.

5. Ensure compliance with the attendance of their children to remote sessions on time, and with all the material previously requested via agenda. Parents should be a support in monitoring compliance with academic commitments in aspects of connectivity and behaviour (supervising that their child is connected and attentive).

6. Know, respect and adjust to the calendar established by the school, in accordance with the provisions of the Municipal Secretary of Education regarding remote and face-to-face learning in alternation.

7. Bring and pick up your children on time and follow the established Biosafety Protocols. Make sure your children follow established protocols for the use of school transportation.

8. Make sure to monitor the health status of your children and relatives who share the same home, so as not to send them in case of presenting symptoms mentioned in the Biosafety Protocols.

9. It is the parents' duty to review the notifications on the TODDLE and Phidias platforms, as applicable. Make reference to the fact that they can be communicated via messages from Toddle or Phidias.

10. Attend video conferences when requested for assemblies, meetings, interviews, conferences, festivals,

workshops, Parent University, etc.

11. Request videoconferences with teachers or tutors when necessary, always avoiding interrupting meetings or remote learning sessions.

12. It is the duty of parents to ensure the privacy of their children and that of others. Any situation presented during a remote meeting must be notified to the teachers, assistants or section chief through the official channels defined for that purpose.

Note: It is forbidden for any parent or relative to take photos or videos of children during remote encounters and distribute them through social media.

8.3 PROCEDURE IN THE EVENT OF NON-COMPLIANCE WITH THE RULES BY PARENTS.

In the event that a parent violates the rules of coexistence and duties established in this handbook, the Head of the respective Section will present the situation to the Headmaster.

The Headmaster, after discussion with the parent (and other members of the educational community involved, if applicable), will request the opinion of the Ethics Committee. Once this procedure has been completed, The Headmaster may define the consequences, which may consist of a verbal or written reprimand, or limiting the parent's access to the School premises to events with prior appointments agreed with School officials. The period of this consequence may range from 1 week to 1 school year.

In the event that The Headmaster considers that suspension or loss of membership should be considered as a sanction, he will bring the matter before the Board of Directors, who will define the sanction for violation of the Corporation's statutes and regulations (articles 31 and 32 of the Corporation's Statutes).

In the event that the parent does not agree with the measure, he/she may appeal to the Board of Directors, within a period of up to 5 working days after being notified of the decision.

8.4 Rules

Rules are governed by the Statutes of the Corporación Colegio Colombo Británico. The rules established in the school's biosafety protocols are applicable.

9. ENROLMENT

The enrolment fee equals 10% of the annual fee (educational costs), which is accrued once a year in the event of formalising the student's entrance to the educational service of the institution or when this contract is renewed.

9.1 Requirements for enrolment

- 1) Certificate of financial good standing issued by the Treasury.
- 2) Voucher for payment of enrolment fee.
- 3) Certificate of affiliation to medical service (EPS/Prepaid Medicine).
- 4) Parents must submit to the CCB the updated Vaccination Card of each of the children entering Early Childhood and/or Primary.
- 5) Photocopy of the identity document of the student entering for the first time:
 - For students under 7 years old: student's birth certificate
 - For students between 7 and 17 years of age: Photocopy of the student's ID Card.
 - For students who have reached the age of 18: Photocopy of the [Colombian] National ID.
 - For students born abroad:
 - o If they are under 7 years and born to Colombian parents: Photocopy of the birth certificate issued by the Colombian Consulate in the country of origin of the student.
 - o If they are older than 7 years and one of the parents is Colombian: Photocopy of the ID Card.
 - o If both parents are alien: Photocopy of the parents' Alien ID Card if the child is under 12 years old or the student's Alien ID, if the child is older than 12 years old.
- 6) Updated Member Data, Student Data, Solidarity Fund Form, Department of Safety and Transportation, Student's Medical Records duly completed through Phidias.
- 7) Educational Service Contract, printed and signed by both parents
- 8) Certificate of good academic standing duly signed (only for secondary)
- 9) Certificate of financial good standing issued by Collections office of the previous institution for students who enter for the first time and the withdrawal of SIMAT.
- 10) Completion of the Enrolment Form (duly signed).
- 11) If all the required documents are not submitted, the student cannot be enrolled.
- 12) The CCB sets dates for ordinary enrolments. Parents who DO NOT meet the registration requirements must pay the sum of \$150,000 pesos for the extemporary enrolment.

10. TUITION AND OTHER CHARGES

The value of the tuition is the sum resulting from dividing the remaining 90% of the annual fee in 10 months covering the academic year, which is paid to the institution, on a monthly basis, for the right of the student to participate in the educational process during the corresponding academic year. Tuition must be paid within the first 15 days of each month, under penalty of charging interest on arrears.

Note: In accordance with Resolution 016289 of 2018, of the Ministry of National Education, its article No. 14, "Retention of evaluation certificates" states: "In case of tardy payment of the charges agreed at the time of enrolment, Preschool, primary and secondary schools may retain the student's evaluation reports, unless the parents or persons responsible for this obligation can demonstrate their inability to pay due to just cause, under the terms of article 2, paragraph 1, of the Law 1650 of 2013. Under no circumstances, schools may prevent them from participating in the educational process, including participation in academic activities, which includes examinations and other academic activities. "

Law 1650 of 2013 (art 2 that modifies art 88 of Law 115 of 1994) establishes "The retention of diplomas for failure to be in good standing with the institution due to inability to pay for a just cause, is prohibited. "To demonstrate the inability to pay, the interested parties shall:

- 1) Demonstrate that an event has occurred which, with just cause, has impacted the interested party's finances or that of the members responsible for their sustenance.
- 2) To prove the occurrence of the fact by any means of evidence sufficiently conducive, adequate and relevant. other than confession.
- 3) That the person responsible for the payment demonstrates that he/she has taken the steps necessary to achieve the fulfilment of the outstanding obligations with the institution.

10.1 PERIODIC CHARGES

These are the amounts paid monthly by parents or caregivers voluntarily for:

School Transport Service provided by the School: The transport service is offered by means of an annual contract for the pick-up and drop-off of the student at home, for the whole school year (August to May) to be provided and invoiced on a monthly basis. Families may also contract the service for the periods August to December and January to June.

Given that transport quotas are allocated from the beginning of the period, new requests from September and February onwards will be subject to quota, and parents will have to pay the full costs of the respective period (5 months).

The service will be invoiced in 10 monthly instalments (August to May).

Eventual requests for Trajectory will be offered only if there is availability of places on the route. The application must be made at least one week in advance.

When parents register for the service they must choose a base address for pick-up and/or drop-off. Change of address during the school year will be subject to availability of space on the route. The request must be made at least one week in advance.

In any of the chosen options, if the family decides to withdraw from the service before the end of the period, the remaining months of the contracted period must be paid.

TRANSPORT	2023-2024	% Increase
School (Complete) Monthly	\$497.900	16%
School (Half) Monthly	\$323.800	16%
Return route for one day	\$46.300	16%
One way for one day	\$32.100	16%

Overdue payment of the School Transportation Service.

Failure to pay the obligations relating to the value of the transportation service for more than two months will lead to the suspension of the service. The suspension of the service will be carried out on the first (01) business day of the third billing month. The transportation department will notify the family the week before.

- **Cafeteria:** The parent or student must pay the service provider directly, varies depending on what is consumed.

10.2 ADDITIONAL CHARGES

These are amounts paid voluntarily for School services other than enrolment, tuition and periodic charges, as follows:

Extracurricular: Activities outside the school day on weekdays and Saturdays. The extracurricular service will be invoiced in the months of September to January (first period - 5 months) and February to June (second period - 5 months).

Extracurricular outings (sports tournaments): Parents who want their children to participate in sports tournaments must be up to date with their financial obligations to the school.

ACTIVITY	INTENSITY	COST
Athletics, Basketball, Dance, Football, Gymnastics, Swimming, Rugby, Skating, Table Tennis and Volleyball.	1 day a week	147,500
Athletics, Basketball, Dance, Football, Gymnastics, Swimming, Rugby, Skating, Table Tennis and Volleyball.	2 days a week	147,500
Athletics, Basketball, Football, Gymnastics, Swimming, Volleyball and Skating	2 days a week + Saturday	200,600
Athletics, Basketball, Football, Gymnastics, Swimming, Volleyball and Skating	3 days or 4 days a week + Saturday (you can combine one day in one sport or one or two days in the other sport)	247,800

Athletics,Basketball,Football,Gymnastics,Swimming and Volleyball	3 days or 4 days a week + Saturday (Only for students in Grades 10 - 12)	200,600
Athletics,Basketball,Football,Gymnastics,Swimming and Volleyball	Only on Saturday	155,760
Football, Gymnastics, Swimming and Skating (Kinder and 1st)	1 day a week + Saturday	200,600
Football and Gymnastics (1°)	2 days a week	147,500
Football and Gymnastics (1°)	2 days a week + Saturday	200,600
Tennis	2 days a week	263,320
Golf	2 days a week	263,320
Golf (Kinder and 1st)	1 day a week	202,960
Judo (Pk to 5th)	1 day a week	202,960
Basic Motor Skills (Toddlers and Nursery)	1 day a week	155,760

Musical Workshop (Toddlers and Nursery)	1 day a week	155,760
Aquatic Stimulation (Toddlers and Nursery)	1 day a week	155,760
Art, Music and Scout Semillero (Pk-K and 1st)	1 day a week	227,740
Symphonic Band (Primary to 12th grade)	1 day a week	141,600
Symphonic Band with specific instrument	2 days a week	283,200
Music (2nd to 5th grade)	1 day a week	147,500
Robotics (secondary)	1 day a week	227,740
Mixed Ballet (K and 1st)	Every Saturday	155,760
Choir	1 day a week	113,280

Theatre and Scout Pack	Every Saturday (9.00 am to 12.00 m)(3 Hours)	181,720
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SATURDAY ADDITIONAL FEE: FULL ROUTE TRANSPORTATION (Minimum 10 Students on route) **\$99.296**

Ambulance service: Annual charge for ambulance service: \$20,532 per family.

Solidarity Fund Contribution: \$23,000/month per student, indexed to the value of the monthly pension for the 10 months of collection.

ICT-Technology Contribution: \$25,000 per student, indexed to the value of the monthly pension for the 10 months of payment.

Yearbook: \$72.500

Yearbook Advertising: Varies according to specifications.

Alumni Association Membership (charged in 10 instalments): \$150.000

Duplicate Certificate and Diploma: \$13,500

Certificates and Duplicate Bulletins:\$7,822

Student ID Card: \$6,000

Student Accident Insurance: \$30,000 per year.

Shared and Individual Materials: Value according to grade level.

Textbooks and Art Materials: Value according to grade level.

Texts: Value according to grade.

Penalty for non-attendance at General Assembly: 50% SMLMV if no justified reason is given within 5 days of the assembly.

Penalty for non-compliance with parking rules: An educational warning is given to the offender informing him/her that this is the first warning and that he/she must respect the parking rules, by means of a ticket placed on the windscreen of the vehicle which must be handed in at the exit of the car park.

Educational material provided by the School: Educational material produced by the school, directly linked to the Institutional Educational Project, the curricular programmes and the methodology used, such as guides, etc., will be used for the school's educational activities.

Educational materials provided by the School: Educational materials produced by the Colegio Colombo Británico, directly linked to the Institutional Educational Project, the curricular programmes and the methodology used, such as guides, workshops, design kits, diaries and notebooks, which are given to students and charged to parents. Value according to the grade.

Complementary activities, sports and cultural activities programmed by the Institution, such as: workshops and events, professional orientation, coexistence, pedagogical outings (the cost varies according to the destination), participation in

tournaments and cups (the cost varies according to the destination), exchanges (the cost varies according to the destination), Prevention Programme (6th - 12th), Sexuality Programme (6th to 12th), First Communion, Confirmation, Model UN, Book Club (the cost varies according to the order), Secondary Clubs, External Tests such as: PSAT, ACT, MAP tests, ICFES, Pre Icfes, Icfes Simulations, International Baccalaureate Exams (DP), Digital Assessment Software. Diploma Programme costs (11th and 12th). Graduation Fees, Graduation Ceremony and Farewell, Graduation Party.

100% Organic Composted Fertilizer: 10 kg bag \$12.000, 20 kg bag \$24.000

Copy centre:

CONCEPT	Rates 2023-24
Black and white photocopies	\$ 200 each
Colour photocopies	\$ 600 each
Black and white prints	\$ 200 each
Colour prints	\$ 600 each
Ringed	\$ 3,500 each
Laminate	\$ 3,500 (half page)
Laminate	\$ 4,500 (full page)

10.2.1 Additional Charges by Grade:

Item	Tiny Cubs	Toddlers	Nursery	PreKind er	Kinder	1°
Shared Materials (per year)	\$600.000	\$600.000	\$600.000	\$150.000	\$150.000	\$150.000
Workshops and events (per year)	\$80.000	\$80.000	\$80.000	\$160.000	\$160.000	\$160.000
Material Letters Program Individual Material		\$0	\$0	\$81.900	\$163.800	\$163.800
Digital managing learning platform (Toddle) US\$20.40/year	\$104.040	\$104.040	\$104.040	\$104.040	\$104.040	\$104.040
Personalised Digital learning platform (IXL) USD 19,20/year		\$0	\$0	\$97.920	\$97.920	\$97.920
Digital evaluation Platform MAP Test -		\$0	\$0	\$0	\$0	\$97.920

NWEA (Anual) USD 19,20/year						
Sub total	\$784.000	\$784.000	\$784.000	\$593.86 0	\$675.76 0	\$773.680
Ambulance Service (yearly/ family)	\$20.532	\$20.532	\$20.532	\$20.532	\$20.532	\$20.532
Life Insurance Policy for parents (end of school- 10 months)	\$191.819	\$191.819	\$161,642	\$154.1 15	\$137.1 26	\$126.476

Note: Dollar values may be adjusted if there are changes in the exchange rate at the time of payment.

Item	2°	3°	4°	5°
Texts & Art Materials (per year)	\$160,00 0	\$160,000	\$160,000	\$160,000
Workshops and events (per year)	\$160,00 0	\$160,000	\$160,000	\$160,000
MAP Tests (2°-5°) US\$19.20 per year	\$ 97.920	\$ 97.920	\$ 97.920	\$ 97.920
Personalized digital learning platform (IXL) US\$19,20 (per year)	\$ 97.920	\$ 97.920	\$ 97.920	\$ 97.920
Digital managing learning platform (Toddle) US\$20.40/year	\$ 104.040	\$ 104.040	\$ 104.040	\$ 104.040
Prevention Programa (per year)				\$150.000
Digital Reading Platform Razz Kids (2nd and 3rd) USD 21.60	\$ 110.160	\$ 110.160		
Digital Reading Platform Epic (4th and 5th) USD 14.40			\$ 73.440	\$ 73.440
Sub total 2023-2024	\$730.04 0	\$730.040	\$693,320	\$843,320
First Communion (per year)	\$ 0	\$ 0	\$ 4200.000	\$ 0
Ambulance Service (yearly/ family)	\$20.532	\$20.532	\$20.532	\$20.532
Life Insurance Policy for parents (end of school- 10 months)	\$116.31 6	\$104,716	\$94,598	\$84,926

Note: Dollar values may be adjusted if there are changes in the exchange rate at the time of payment.

Item	6°	7°	8°	9°	10°
Shared Art Materials 6°-10° (per year)	\$ 76.000	\$ 76.000	\$ 76.000	\$ 76.000	\$ 76.000
Workshops and events (per year)	\$ 130.000	\$ 130.000	\$ 130.000	\$ 130.000	\$ 130.000
MAP Tests (6°-8°) US\$19.20	\$ 97.920	\$ 97.920	\$ 97.920		
Delf Exam	\$ 0	\$ 0	A1 \$176,000	\$ 0	

			A2 \$187,000		
PSAT (10°) US38 (per year)					\$193.800
PICK Dream 10th grade					\$150.000
Prevention program (per year)	\$150.000	\$150.000	\$150.000	\$150.000	\$150.000
Sexual Education Program (per year)	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000
Shared Design Material (per year)	\$ 62.000	\$ 62.000	\$ 62.000	\$ 62.000	\$ 62.000
Convivencia (per year)	\$34.000	\$34.000	\$34.000	\$34.000	\$34.000
Servicio Social (Pre Cas) (per year)	\$22,000	\$22,000	\$22,000	\$22,000	\$22,000
Personalized digital learning platform IXL US\$19,20 (per year)	\$97.920	\$97.920	\$97.920	\$97.920	\$97.920
Learning Management Digital System Toddle MYP (per year) 12.24USD	\$62.424	\$62.424	\$62.424	\$62.424	\$62.424
Subtotal	\$777,264	\$777,264	\$964.264	\$679.344	\$1.023.144
Map Exam (9th and 10th) US 19.20 per year				\$ 97.9200	\$ 97.920
Delf Exam (A1 and A2) (Prices may be adjusted by the Alianza Francesa)	\$ 0	\$ 0		A2 \$187,000 B1 \$273.000 B2 \$349,000	B1 \$273.000 B2 \$349,000
Confirmation Sacrament	\$ 0	\$ 0	\$ 0	\$ 0	\$550.000
MYP Exam (Maths) IB-USD 91.20 per subject plus computer rental for the test COP \$100.000					\$465.120 + \$100.000 = \$565.120
MYP Exam (English) IB-USD 91.20 per subject plus computer rental for the test COP \$100.000					\$465.120 + \$100.000 = \$565.120
CCB Model United Nations	\$195,000	\$195,000	\$195,000	\$195,000	\$195,000
Ambulance Service (yearly/ family)	\$20.532	\$20.532	\$20.532	\$20.532	\$20.532
Life Insurance Policy for parents (end of school- 10 months)	\$74.628	\$62.271	\$51.018	\$39.008	\$30.287
Educational Trips: With national or international destinations, trips per grade e.g. 6, 8, 10, MUN, Barnardiston school, British English Olympics vary according to the cost of the programme. Parents pay directly to the agency or the school depending on the logistics agreed and must be up to date with their financial obligations to the school.					
Virtual High School - AP US 1 Semester US\$648 1 year US\$1.296 AP Course 1 year US\$1.555 Depending on the number of students a discount can be applied. Final price will be confirmed in August 2023			1 Semester \$ 3.304.800 1 year \$6.609.600 AP course \$ 7.930.500		

Note: Dollar values may be adjusted if there are changes in the exchange rate at the time of payment.

Item	11°	12°
DP Programe	\$ 1.987.609	\$ 1.987.609
Workshops and events (per year)	\$ 70.000	\$ 70.000
Prevention (per year)	\$90.000	\$90.000
Sexuality Program	\$35.000	\$35.000
ICFES Mock (per year) (2 in 11th & 3 in 12th)	\$35.000	\$50.000
Saber 11 Test (cost varies according to ICFES rates)		\$87.000
Pre Saber 11 (cost varies according to ICFES rates)	\$87.000	
Learning Management Digital System Toddle DP (per year) 23.46 USD	\$119.646	\$119.646
CAS (per year)	\$86.000	\$86.000
Electronic Text for DP Kognity US 204/ year	\$1.040.400	\$1.040.400
Graduation Fees (per year)		\$40.000
Sub.Total	\$1.564.046	\$1.622.046
MAP TEST NWEA- US\$ 19.20/ year	\$97.920	\$97.920
Art Materials HL 11° y 12° (per year)	\$374.000	\$374.000
PREICFES (per year)	\$355.000	\$710.000
PICK DREAM Test for 11-12	\$150.000	
Ambulance Service (yearly/ family)	\$20.532	\$20.532
Life Insurance Policy for parents (monthly)	\$19,937	\$11.014
Model ONU CCB	\$200.000	\$200.000
Graduation Ceremony (per year)		\$390.000
Alumni Association Affiliation (once)	\$	\$ 150.000
<p>Fieldtrips: With national or international destinations, for example Hay Festival, MUN, British English Olympics, Art or science exit, etc., they vary according to the cost of the program. Parents pay directly to the agency or the school depending on the agreed logistics.</p>		
Virtual High School - AP US 1 Semester US\$648 1 year US\$1.296 AP Course 1 year US\$1.555 TKS (AI/Quantum/Nanotech/Genomics etc.) Depending on the number of students a discount can be applied. Final price will be confirmed in August 2023		1 Semester \$ 3.304.800 1 year \$6.609.600 AP course \$ 7.930.500

Note: Dollar values may be adjusted if there are changes in the exchange rate at the time of payment.

10.3 REFUND POLICY

Once the parents have paid the tuition, it will not be refunded. No refunds will be made when a student leaves school once the month has started. The student will be charged the full value of the month, even if the student has been drawn before the end of the month.

11. VISITS

The CCB seeks to maintain a healthy and safe environment that promotes learning.

Possible visitors would be:

Experts: who support units of enquiry or learning activities may be invited to interact with the children virtually. Teachers should coordinate their visit well in advance with the respective official of the school, in this case it would be the secretary of the section and the teacher(s) in charge should make the appropriate accompaniment, during the intervention of the external expert.

Parents who wish to make an appointment with teachers should request it through the electronic communication channels (Phidias), by telephone to the secretary of the respective section or directly with the teachers via Phidias.

Parents applying to Admissions: The Admissions office arranges visits to the School on set dates or by appointment with the Director of Marketing and Admissions to schedule the visit.

- You should arrange your visit well in advance with the respective school official.
- Must sign in at the porter's lodge and carry a visitor's badge.
- They must be reported by the porter's lodge to the relevant section offices.
- Visitors entering academic sections must report to the respective offices as soon as they enter.
- Visitors are not allowed to disrupt classes without proper authorisation.
- Armed persons are not allowed on school premises. In the event of a visitor carrying a weapon, he/she must be reported to the Head of Security for guidance.

Friends and family: They should not visit the school during the school day, as this will disrupt school activities.

Alumni: They should arrange a prior appointment with the Director of the Alumni Association who will accompany them on the tour during their stay on the premises, when they wish to visit the School. In the same way, they must ensure that the purpose of the visit is in accordance with the planned activity, ensuring that they behave in accordance with the school's policies.

Drivers, bodyguards, maids, nannies and other family staff: They require prior authorisation from the Head of the respective Section to enter the school.

Animals:

Animals are only allowed to enter when they are part of a school activity, with prior authorisation from the respective Head of Section.

12. RULES FOR USE AND LOAN OF FACILITIES

The priority in the use of sports areas (Multiple Gymnasium, Soccer Field and Sports Fields) is for the students and collaborators of the CCB in developing curricular and extracurricular activities.

When the sports areas are not being used in curricular and extracurricular activities of the students or collaborators, they may be loaned to members of the educational community: Students, Parents, Employees, Teachers and Alumni.

These loans may be after the school day, extracurricular and Sports School (5:00 pm from Monday to Friday and Saturdays from 12 m), as long as they do not interfere with activities previously organised and planned by the school. In no case will the loan of the pool or surrounding area be authorised.

The School may charge a fee determined by the use and loan of Sports Facilities when it considers it convenient and when the activity involves associated expenses such as maintenance, security, etc.

Occasionally, loans from Sports Facilities for natural or legal persons not members of the CCB Community may also be approved. In this case, there will be an economic consideration in favour of the institution.

Visitors may use the external parking lot to the facilities; the school is not responsible for the theft or loss of vehicles or items stored in them. The use of the internal parking lot will be done during special events and must be expressly authorised by the corresponding instances.

In any case, the norms and policies of use proper to each area of the School discussed in the School Handbook, or those exposed in visible places in the corresponding areas should be followed. If there is failure to comply with these provisions, the School reserves the right of admission, to suspend the loan of its facilities and to determine, in case it is considered necessary, the withdrawal of those who do not comply with the provisions for these cases. This applies to all of the Rules in The Sports Zone, Rules in the Multiple Gymnasium, the specific regulations exposed in the area, if any, and the norms for the Visits.

In addition to the sections of the School Handbook indicated, the following regulations and provisions apply:

- 1) Access is restricted only to the sports area or facility that was requested. Admission to the academic sections or the office area is not allowed.
- 2) Strictly conform to the authorised schedule for the development of the activity.
- 3) All personnel who make use of the sports facilities must take care of and maintain the cleaning of all units of the School (School Handbook Subsection _3.4 Preservation of the School Environment of the).
- 4) The use of cigarettes, alcoholic beverages, illegal drugs or substances is not permitted (School Handbook Subsection _3.5 Environment Free of Tobacco, Alcohol, Drugs, and Prohibited Substances).
- 5) Perform activities observing good behaviour, using good language and excellent courtesy at all times, in accordance with our core values: respect, honesty, solidarity, responsibility and tolerance. (School Handbook Subsection _3.6 Dignity).
- 6) The entrance of animals is not allowed, they can only come when they are part of a school activity, with previous authorization from the Head of the corresponding Section. (Subsection _11 Visits of the School Handbook).
- 7) Athletes must enter with appropriate footwear: soccer cleats for soccer fields, sneakers for the multi gym and other sports courts.
- 8) The people who are going to make use of the soccer fields must do warm up activities outside of the field in the surrounding green zone.

The applicable procedure in all cases is:

- 1) The loan request for sports facilities may be processed when they are not being used in activities developed by and for students or collaborators of the institution. The priority or use of sports areas is for the students and collaborators of the Corporación Colegio Colombo Británico conducting curricular and extracurricular activities.
- 2) They will only be lent to third parties (individuals or legal entities not members of the CCB

Community) when that does not interfere with the use of the facilities by members of the educational community.

3) The interested party (ies) must request authorization from the PYP & MYP P.E. Coordinator, and Extracurricular activities Coordinator with at least 8 days advance notice; after analysing it, he will request approval of the Headmaster's Office.

4) In the case of activities not programmed by the School, such as special events, extraordinary requests and other exceptional situations that require access to the sports areas after the school day, they will be analysed and defined by the Headmaster with the assistance of the P.E. PYP, MYP and / or Extracurricular Coordinator.

5) Once the Headmaster's Office approves the activity, the PYP and MYP P.E. Coordinator and Extracurricular activities Coordinator will consult with the General Services Office the condition of the requested area (if applicable). In any case, the good condition of the area will be ensured.

6) If accepted, the PYP and MYP P.E. Coordinator and Extracurricular activities Coordinator, will inform in writing the interested parties who must send to that coordination the list of persons to enter the premises, including: the names and number of visitor's, their identity documents, day, time, activity and zone of the school to be occupied.

The PYP and MYP P.E. Coordinator and Extracurricular activities Coordinator, will send the information provided by the visitors to the Administrative Director, with a copy to the Security Office and the General Services Office.

7) The Security Department will duly inform the main gate where the corresponding list will be kept to be consulted at the time of entry to the premises.

8) The interested party (ies) must sign a document in which they abide to comply with the rules that apply to that case and are held responsible for damages caused to the facilities and other property owned by the School.

9) In the same way, the interested party must sign a document in which the Colombo Británico is exempted from liability for any eventuality arising from the activities carried out in its facilities.

10) All visitors must register at the main gate and carry their identity document and card of EPS or health insurance policy.

11) Entrance of armed person to the premises of the school is not allowed, regardless of the circumstance.

Cancellation of any program scheduled in the sports facilities, must be notified 3 days in advance, in order to transfer it the use to other interested persons.

13. ESSENTIAL AGREEMENTS

The Essential Agreements are positions taken jointly by the parents of the CCB community to prevent situations that endanger their children, making us reflect on what is happening with them and their environment. Essential Agreements is a project developed by a group of parents of the School, with the accompaniment of the psychology team; its essence does not violate the freedom of the families, but it allows an identity of CCB parents.

As parents, we commit ourselves to acting and initiating a cultural change that will allow us to maintain references and clear limits that give security to our children, contained in the following Essential Agreements:

1) We assume ourselves as an authority, with coherent and consistent positions regarding the compliance with the rules set in our home, taking care of the discomfort that this produces in the children.

Our children must be clear about our ethical and moral position, as well as the consequences of situations that invite them to breach the rules.

2) We recognize the CCB School Handbook as a behaviour guide for all members of the community. The Community Profile offers an ethical support that must be taken as reference for practical consultation for adults, in family situations that need the parents' criteria to come forward.

3) We will accompany our children responsibly by ensuring that the contexts in which they operate are suitable and appropriate for their age. In light of this, it is important to:

- a) Ensure the presence of responsible adults who represent authority in meetings or parties.
- b) Maintain the importance of the accompaniment of the parents of children invited to children's parties.
- c) Remember that interaction with others should be the essence of parties and meetings, without the need to overvalue the commercial offers of the moment.
- d) Analyse the appropriateness (age, place and time) of children's participation in events that mimic adult situations (for example, spa, discotheques, hotels).
- e) Regulate the number of social outings during the weekend for children and adolescents.
- f) Evaluate the amount of money in the allowance so that it does not exceed the needs of the age.
- g) Encourage communication between parents, validating the right to know the specific details of the social events to which the children are invited, such as: who is responsible for the activity, what type of event it is, at what time it ends, what kind of drinks will be offered.
- h) Ensure that students are always picked up by their parents or a responsible adult.
- i) Ensure the safety of children by avoiding exposing them or allowing them to expose themselves to risky situations, hand in hand with adult supervision.

4) We will not offer liquor to minors, because offering them liquor causes physical and emotional damages to them, plus it is illegal and poses the risk of major consequences.

5) We will supervise the Use of Technology adequately: Not leaving the criteria for appropriate usage to the judgement of students. To this end, we will:

- a) Be a good example for our children on the responsible and appropriate use of technology.
- b) Establish moments of dialogue and family communication during the day, recovering the importance of the word, discouraging the excessive use of technology to relate.
- c) Determine schedules for the use of T.V., technology, internet.
- d) Reflect and analyse together with the children about the dangers of information and offers of social networks and other mass media (music, videos, programs, video games).
- e) Guide the communication of children through electronic means, with principles such as: "If there is something you cannot say face to face do not write it." "What goes up to the network (photos) never disappears".
- f) Be warned and attentive to the violent or sexual content of music, videos, movies, television programs and video games.

g) Monitor the appropriate use of our children's social chats.

6) We will provide our children with an inclusive family and social context by checking if our attitudes favour this position, in order to:

- a) Avoid promoting or validating exclusive social interactions.
- b) Recognize that excluding is different from choosing and including is different from being negligent.
- c) Strengthen an open mind in children.
- d) To assume a position of commitment and solidarity in the face of the difficulties of students, even if they are not our own children.

7) We will contribute positively as members of the CCB community, knowing and promulgating its principles, philosophy, pedagogical model and normativity, for which we will:

- a) Take care of the image and the good name of our institution.
- b) Ensure that our comments are constructive.
- c) Recognize and value the efforts that are made for the education of our children for their academic, spiritual and personal and social development.

8. We assume ourselves as authority, with coherent and consistent positions regarding compliance with the rules established at home and biosafety protocols established by the School, taking charge of the discomfort that this produces in our children.

9. Parents will refrain from giving gifts consisting of cash to CCB staff, and at all types of celebrations. Gift vouchers and other gifts in kind may be given. When a group of parents decides to raise money to buy a gift on behalf of the group, the contribution will be voluntary and a maximum of 1.5 legal monthly minimum wages per student may be given.

The staff member who receives a gift in cash or in kind with a value of more than ½ legal monthly minimum wage in force (equivalent to \$500,000 in 2022), must inform his/her Head of Section who will hand over the gift to the Ethics Committee. The Ethics Committee will define the actions to be taken.

10. We will instil in our children respect for others by avoiding bullying situations by taking responsibility and we will educate children by showing them that teasing and taking advantage of others is NOT right under any circumstances.

14. CCB EMERGENCY PLAN

14.1 PERSONNEL RESPONDING TO AN EMERGENCY IN THE CCB

In the event of an emergency, it is very important to identify the personnel who will act as first responders in order to provide timely attention. Emergency response involves the activation of different services and response functions, according to the characteristics of the event and other conditions related to the possible evolution of the emergency.

These actors are:

Emergency Operations Committee (COE): This brings together the CCB's management and section heads, who must make decisions to overcome the situation in the shortest possible time in order to provide effective emergency response.

Likewise, the EOC is the interdisciplinary team that evaluates the emergency conditions in order to declare a possible catastrophe and/or the activation of the mutual aid plan.

BRIGADISTA: A proactive and dynamic CCB collaborator who voluntarily participates in emergency prevention and response tasks and who is trained in different emergency techniques. They will act in accordance with the EOC's directives.

EMERGENCY LEADER (Head of Section and Deputy Head):

Person who receives the census information provided by the emergency guides. They are also responsible for the administrative staff and teachers in their area, who do not have assigned groups, in order to include them in the count of people in charge.

EMERGENCY GUIDE (Teachers and/or group leaders): Responsible for informing people in an emergency event and directing them to a safe place in the event of an evacuation.

14.2 IDENTIFICATION OF THE EMERGENCY

In order to safeguard the lives of people who are faced with an emergency inside CCB facilities, we have standardised the following procedures for an accurate and timely intervention.

14.2.1. PROCEDURE FOR EVACUATION DUE TO EARTHQUAKES.

14.2.2. PROCEDURE FOR EVACUATION DUE TO FIRE, EXPLOSIONS, LEAKS AND/OR SPILLS.

14.3. LOCKDOWN PROCEDURE.

14.4. THUNDERSTORM PROCEDURE

14.5. PROCEDURE FOR POOL AREA CARE.

14.6. PROCEDURE FOR PATIENT CARE.

14.7 PROCEDURE FOR PARENTS AND/OR LEGAL GUARDIANS IN THE EVENT OF NOTIFICATION OF AN EMERGENCY CONDITION.

14.2.1 PROCEDURE FOR EVACUATION DUE TO EARTHQUAKES

For this procedure there is a standardised audio system through the loudspeakers, in which a siren will sound for 30 seconds, followed by a spoken message in English and Spanish:

SIREN 30SEC "EMERGENCY, PLEASE EVACUATE TO THE MEETING POINT".

In case of failure of the loudspeaker system, each evacuation leader's megaphone siren or whistle will be activated (continuous sound).

When you hear the siren for 30 seconds, proceed with the following instructions:

- Remain calm, try not to panic.
- Identify a safe area for shelter during the earthquake (tables, desks, columns and beams, etc.) that allows you to protect yourself underneath it, sit down, put your head between your knees and cover it with your arms (foetal position).
- If you are in an open space (green areas) where there are no dangers with electric cables, structures and/or branches that may come loose, stay in this position during the earthquake.
- Identify danger zones in order to move away from windows, glass, bookshelves, cabinets and furniture that may fall or slide, as well as heavy objects that are elevated.
- Remain in the safe place until the quake passes or until you hear the spoken message, during which time we recommend counting aloud up to 60, as counting is reassuring and telluric movements rarely last more than 60 seconds.
- Prepare to evacuate and wait for the sound of the spoken message.

On hearing the spoken message "EMERGENCY, PLEASE EVACUATE TO THE MEETING POINT":

- Follow the directions of your evacuation guide (teacher or area leader) and use the four evacuation rules: No talking, No pushing, No running, No turning back!
- Try to turn off lights and air conditioners, as long as they are in your way.
- Proceed to the nearest meeting point; leave the area at a brisk pace (no running) and in silence.
- Avoid carrying objects that make it difficult to move around.
- If you identify that someone is missing, immediately notify the emergency leader (Green/Red Paddle).
- At the meeting point, line up for a head count and wait quietly for instructions from the Guides and/or Emergency Leaders.
- Once the facilities are assessed and it is determined that the situation is normal, wait for direction from the Guide and/or Leader and return quietly to the classroom or workplace following the recommendations for safe movement.

14.2.2 PROCEDURE FOR EVACUATION DUE TO FIRE, EXPLOSIONS, LEAKS AND/OR SPILLS

For this procedure there is a standardised audio spoken in English and Spanish through the loudspeakers with the following message:

"EMERGENCY, PLEASE EVACUATE TO THE MEETING POINT".

In case of contingency signals in case of failure of the loudspeaker system, the loudspeakers will be activated: Sirens of the megaphones or whistle beeps (continuous sound) of each evacuation leader.

When you hear the spoken message, proceed with the following instructions:

- Remain calm, try not to panic.
- Follow the instructions of your evacuation guide (teacher or person in charge of the area) and use the four evacuation rules: No talking, No pushing, No running, No turning back!
- Try to turn off lights and air conditioners, as long as they are in your way.
- If smoke obstructs your view, move low to the ground and cover your nose and mouth with a clean, if possible damp cloth (T-shirts, rags, cloths, etc.).
- If you are trained and know the proper use and handling of fire extinguishers, try to extinguish the fire; otherwise evacuate immediately and notify a brigade member or the Safety and/or Health and Safety at Work office.

- If the fire is out of control, leave the area immediately.
- Proceed to the nearest assembly point; leave the area at a brisk pace (no running) and quietly.
- If you identify that someone is missing, immediately notify the emergency leader (Green/Red Paddle).
- At the rendezvous point, line up for a head count and wait quietly for instructions from the Guides and/or Emergency Leaders.

Once the facilities have been assessed and it is determined that the situation is normalised, wait for the Guide and/or Leader's indication and return quietly to the classroom or workplace following the recommendations for safe movement.

14.2.3 MEETING POINTS

During emergencies requiring evacuation, as far as possible, members of the educational community should go to the nearest meeting point, avoiding crowding in corridors or closed areas.

MEETING POINT NO.1:

Located on the auxiliary football pitch in front of the cafeteria.

Areas evacuating to this point:

- Early Childhood Section
- Secondary Section
- Administration Areas
- Main Auditorium
- Cafeteria
- Swimming pools
- General services
- Extracurricular

MEETING POINT NO. 2:

Located to the side of primary school, in the main court area .

Areas that evacuate to this point:

- Gymnasium and motorbike parking area.
- Primary Section
- Casa Colombo



EVACUATION ROUTES



14.3. LOCKDOWN PROCEDURE

As a result of some unfortunate events that have occurred in various parts of the world in which mass homicides, attacks by wild animals, swarms of bees, collateral damage caused by attacks, among others, the CCB has included in its Emergency Plan a procedure that establishes the correct way to act, This alert is contrary to the activation of the evacuation plan, since it requires people to take shelter inside the areas or sections, secure doors and windows to access them, in order to safeguard life and physical integrity, counteracting with these actions the aforementioned threats.

OBJECTIVE

To activate an emergency alert in response to an imminent danger in the CCB or its surroundings due to external threats that affect the daily activities carried out in the facilities, with the purpose of being easily recognised by the entire CCB community.

14.3.1 LOCKDOWN ALARM IDENTIFICATION

For the activation of this procedure there is a standardised spoken message in English and Spanish which states:

"LOCKDOWN, PLEASE STAY INSIDE YOUR AREA UNTIL FURTHER NOTICE".

In case of failure of the loudspeaker system, a megaphone will be activated with the alert message "Lockdown" or a mobile phone or telephone call will be made to the sections.

- If you are in an open place and have opportunity (not easily visualised), move quickly to a place you can lock, secure or hide.
- Lock doors and windows, turn off lights, stay hidden and quiet; if the door does not have a lock or latch, block the door with a chair or heavy furniture that makes it difficult to open.
- Put your mobile phone on vibrate or silent mode, keep as quiet as possible.
- Avoid using your mobile phone, as the sound of incoming calls or the whisper of your voice can be a way of alerting an intruder.
- Only security personnel are authorised to make an emergency call to the emergency services.
- If possible, hide in bathrooms, storerooms, under a desk, behind walls, columns, in furniture or places where you are not visible from doors or windows.
- If you are in the bathroom, lock yourself inside a toilet stall with a door, lock the door and stand over the toilet bowl so that your feet are not visible and remain silent.
- If the threat is in your area or section, take steps to try to block or obstruct doors and windows with objects that allow you to do so.
- If you are with a group of people in the same area, try to spread out in the room so that you are not too close together.
- In all cases, once hidden, try to reduce your silhouette (squat, kneel or chin to the floor).
- Remain in a state of alert until the emergency situation is reported over the loudspeakers as being under control or the security personnel or brigade member knocks on the door and identifies himself with full name, work area and indicates that the situation has been brought under control.
- Information that the emergency situation is under control may only be relayed by CCB personnel. Information transmitted by strangers and/or persons outside the institution must not be obeyed.
- If evacuation is required in the middle of the Lockdown, the security personnel or brigade member will knock on the door, identify themselves with their full name, work area and indicate the area to which they must evacuate in total silence, at a fast pace (without running), with their body inclined and following the instructions of the Guide.

14.3.2. LOCKDOWN ORGANISATION PLAN

In order to organise the lockdown process, CCB has been divided into four (4) sections: Early Childhood, Secondary, Primary and Open Areas, ensuring that all persons have access to places where they can take shelter while the threat is neutralised or terminated.

14.3.2.1. Early Childhood section

This section is one of the most complex, as the configuration of its classrooms means that in the event that the lockdown protocol is activated, the people in these facilities must move to other more suitable and safer facilities.

This section will be subdivided into smaller sections, taking into account where they will be moved to.

Maloka Building:

- This building has six (6) open classrooms on the first floor and one (1) open feeding area where the youngest children in the entire CCB are located.
- The procedure is as follows:
- Students and adults in the Maloka should assemble at the exit ramp of the building.
- The Emergency Guide (teacher) will start the movement of all persons towards the Early Childhood music room located in the Plazoleta de la Ceiba.
- The movement and the safe zone should be as quiet as possible.
- Once in the Early Childhood music room, people should be positioned at the back of the room and/or at the side edge of the window, away from the doors and glass walls.





Pre Kinder classrooms:

Pre Kindergarten classrooms will have two (2) spaces where they can be sheltered, which are the Ludoteka house and the drama and dance rooms in the primary area (1st floor) which are located next to the E.C. playgrounds.

The procedure is as follows:

Students and adults in the Pre Kinder area should move under the order of the Emergency Guides (teachers) through the internal corridors of the building and should be divided as shown in the image (map).

They should try to be as quiet as possible both during the move and in the safe zone.

Once in the safe zones, people should be positioned at the back and sides of the space, allowing them to move away from the main doors and windows.



Kindergarten classrooms:

The four (4) kindergarten classrooms (because this process does not include Kinder E, as it is a closed classroom), will all move to the same location which is the Early Childhood Library located in Plazoleta La Ceiba.

The procedure is as follows:

Students and adults who are in the Kindergarten area should move under the order of the Emergency Guides (teachers) through the internal corridors of the building towards the Early Childhood Library.

The move should be as quiet as possible, both during the transfer and in the safe zone.

Once in the Early Childhood library, they should position themselves at the back of the library and/or inside the dome with the blinds down, away from the main doors and glass walls.





First Grade classrooms:

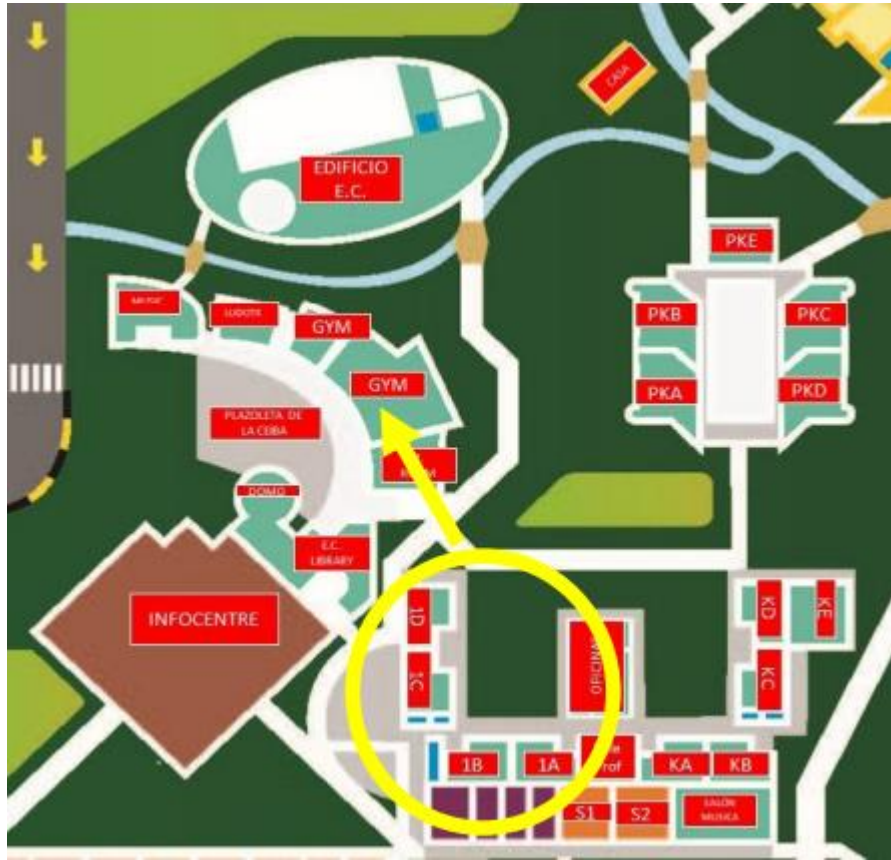
First Grade children will be The four (4) First Grade classrooms will have two (2) spaces where they can take shelter, moving from their respective classrooms to the gymnasiums located in Plazoleta La Ceiba.

The procedure is as follows:

Students and adults who are in the First zone must move under the order of the Emergency Guides (teachers) through the internal corridors of the building towards the Early Childhood gymnasium.

Care should be taken to maintain as much silence as possible both during the move and in the safe zone.

Once in the Early Childhood gymnasium, they should position themselves towards the side wall of the doors and/or the back of the room.





14.3.2.2. Primary and Secondary sections:

Taking into account that both the primary and secondary classrooms are enclosed spaces, a check has been carried out to determine whether the classrooms have the necessary infrastructure to be used in the event of a lockdown. They do not require evacuation in the event of a lockdown alarm.

The recommendation for these areas is to comply with the indications mentioned in item 14.3.1 LOCKDOWN ALARM IDENTIFICATION.

14.3.2.3. Open areas:

In open areas according to the area of the school where they are located, confinement shall be carried out as follows:

Auxiliary football pitches and cafeteria: Persons in the auxiliary football pitches and in the cafeteria, in the event of a lockdown alarm, must go to the music room located in the Early Childhood section next to the toilets and inside the cafeteria toilets.



Auxiliary Football Pitches behind the Primary area: Persons on the auxiliary pitch behind the Primary area should go to one of the following rooms: 3A, 3C, 3D, 3D, 3D.



Main Football Pitches, additional pitches, swimming pool and Coliseum 1st floor: Persons in any of the areas mentioned in the title should go to the first floor of the Coliseum located at the back of the Coliseum and take refuge there until further notice.



Other areas of the school:

In the other areas of the school such as the following:

Administration, Admissions and ICT areas.

Main Auditorium and Secondary Auditorium.

General and environmental services area.

Extracurricular offices and staff area.

Casa Colombo.

In the event of a lockdown alarm, the people who are there must protect themselves within their spaces and comply with the established guidelines until further notice.

14.4. PROCEDURE ON HEARING A THUNDERSTORM ALARM

For this procedure there is a standardised audio system, which will be activated when the CCB thunderstorm detector detects electrical discharges at approximately 30 kilometres or less; the Security Guard at the main entrance will be in charge of activating the alarm with a spoken message with two (2) simultaneous repetitions, and this will be repeated every five (5) minutes, as long as the alert persists; If after this time after the last activation the alert is not activated again by the Security Guard, it will be understood that the electrical storm is outside the danger range and the threat of electrical discharges is minimal or null.

For the activation of this alert, loudspeakers will be sounded primarily on the playing fields and other outdoor areas with the following message in English and Spanish:

"THUNDERSTORM, PLEASE LOCATE YOURSELF IN A COVERED PLACE".

In case of failure of the loudspeaker system, megaphones will be activated with messages of "Thunderstorm Warning, please leave the field of play and take cover" and/or constant sounding of whistles.

14.4.1. Inside buildings and during classroom lessons:

- Stay inside classrooms or take cover.
- Stay away from windows.
- Try to turn off electronic equipment that involves being directly connected to the current (plugged in).
- Avoid using mobile phones, especially if you are next to a window.
- Wait for instructions.

14.4.2. Outdoors, during break, lunch, entering or leaving the CCB:

- Move quickly to a covered area, without running.
- Avoid using mobile phones or computer equipment.
- Do not take shelter under trees; keep a safe distance from trees and lightning rods (approximately 10 metres).
- Wait for instructions.

14.5. PROCEDURE FOR CARE IN THE SWIMMING POOL AREA.

GENERAL PROVISIONS

Bearing in mind that any of the above-mentioned emergencies may occur in the swimming pool area and that the conditions in this area may make the emergency situation more complex, we have established the following specific procedures that will allow for an adequate reaction:

- In all areas of the pool, doors and walkways must always be in good condition and free of obstacles.
- The safety zones and evacuation routes of the pool will be determined according to the characteristics of the pool, a schematic plan will be installed in the pool area clearly indicating the location of these safety zones and evacuation routes.
- The evacuation guides (teachers) are in charge of keeping the group together and must prevent their groups from dispersing at the meeting point.
- In the case of external evacuations, it will only be possible to return to the activity inside the swimming pool when the emergency coordinator (Head of security and liaison) indicates this.
- In an emergency, no teacher or other member of staff may decline their role of attendance until the episode is over and may only leave the premises with the permission of the emergency coordinator.

EMERGENCY IN CASE OF:

14.5.1. Earthquake inside the pool:

- Once the emergency siren sounds, evacuation procedures are activated. The teacher will suspend the activity being carried out inside the pool and together with the students must take an alert attitude.
- The emergency guide (teacher) who is inside the pool at the time of the alarm will direct the students to one side of the pool, instructing them to line up, line up and hold on to the mesh (edge) of the pool.

- Once the siren has stopped sounding and the spoken message "EMERGENCY, PLEASE EVACUATE TO THE MEETING POINT" has started, the emergency guide (teacher) will channel the first evacuation from inside the pool to the evacuation route in an orderly manner.
- Students in dressing rooms and toilets should proceed to the evacuation route and wait for the instruction of the emergency guide (teacher) to proceed to their safety zone.
- Students should leave the area in an orderly manner, avoiding carrying backpacks, bags or belongings that may hinder their evacuation.
- The emergency guide (teacher) must be the last to leave the pool premises ensuring that no student is left inside the pool.
- Once located in the safety zone (meeting point) each teacher will maintain order and silence of the class in charge and will count their students and make sure they are all accounted for. They should keep away from walls, windows, trees, cables or any other overhanging elements.
- At the time of evacuation, students will proceed to their safety zone located outside the pool quickly (no running), calmly and in an orderly manner, with empty hands (ensure that students' hands are free of objects).
- Continue the procedure as indicated in item 14.2.1 EARTHQUAKE EVACUATION PROCEDURE.
- Once the event is over and the condition of the pools has been assessed, a return to normal activities will be ordered only when the Emergency Coordinator (Head of Physical Security and Liaison) gives the instruction to resume classes.

14.5.2. Fire within the swimming pool area:

Identify the location of the nearest fire extinguishers, always keep extinguishers in good condition and clear of obstructions.

When a fire breaks out, immediately inform the teacher in charge of the class or whoever is designated in his/her absence for this purpose and proceed to control it quickly using the fire extinguishers (provided he/she has been trained in their proper use).

The emergency guide will designate the staff available to assist students with mobility difficulties and/or parents who are in the swimming pool area.

During the threat of fire:

Immediately suspend any activities you are doing in the area.

Remain silent and listen for the alarm or order from the emergency guide (teacher) to begin evacuation.

If a fire breaks out where you are or in the immediate vicinity, you must evacuate immediately, quickly and without running.

Try not to create crowds.

Do not stop or turn back, remain silent and calm.

Do not obstruct the work of the emergency brigade or relief agencies.

Continue the procedure as indicated in item 14.2.2 PROCEDURE FOR EVACUATION FROM FIRE, EXPLOSIONS, LEAKS AND/OR SPILLS.

14.5.3. Gas leak perceived from the swimming pool area:

Any person who detects the smell of gas must immediately inform the teacher or brigade member so that Physical Security and/or Health and Safety at Work personnel can be contacted, and so that they can check

the causes and inform the company in charge of fixing the possible fault. The maintenance area will proceed to close the gas stopcocks of the CCB facilities in order to avoid major emergencies.

During the gas leak:

- Once the area of the leak has been identified, and if it is close to the swimming pool facilities, it is necessary to evacuate the area to the safe zone (meeting point N°1).
- If it is not possible to evacuate to the initially indicated meeting point (N°1), evacuation will proceed to meeting point N°2.
- Evacuation should be carried out quickly, but without running and in silence.
- Remain silent and attentive to the alarm or order of the emergency guide (teacher) to begin the evacuation.
- Each teacher must ensure that all students evacuate, with the teacher being the last to leave the area; the teacher will request support from the brigade to verify the area and that all students in the class in his/her charge are present.
- Do not generate crowds or obstruct the passage.
- Do not turn back for forgotten belongings.
- Continue the procedure as indicated in item 14.2.2 EVACUATION PROCEDURE FOR FIRE, EXPLOSIONS, LEAKS AND/OR SPILLS.
- Once the event is over and the condition of the pools has been assessed, a return to normal activities will be ordered only when the Emergency Coordinator (Head of Physical Security and Liaison) gives the instruction to resume classes.

14.5.4. Lockdown in the swimming pool area:

- Any suspicious attitude, both inside and outside the school, will result in security measures being taken and the LOCKDOWN PROCEDURE will be activated.
- Remember to go to the first floor of the Coliseum located at the back of the Coliseum and take shelter there until further notice.
- In the event of finding any foreign element at the initially indicated meeting point (N°1), you will proceed to evacuate to meeting point N°2.
- Do not handle or approach the object found, it will be checked exclusively by specialised personnel sent by the corresponding police unit.
- The return to normal activities will only be ordered when the emergency coordinator gives the instruction to restart classes once it is indicated that everything is in order.
- In the event of a complete evacuation of the premises, students, staff and visitors will be directed to the established assembly point.

14.5.5. Thunderstorm in the swimming pool area:

In all cases follow the procedure as outlined in item 14.4. THUNDERSTORM PROCEDURE.

14.5.6. Drowning by immersion:

When a person is drowning they may be panic stricken and thereby endanger the life of the rescuer; therefore it is of utmost importance to activate the following protocol in the event of witnessing a drowning:

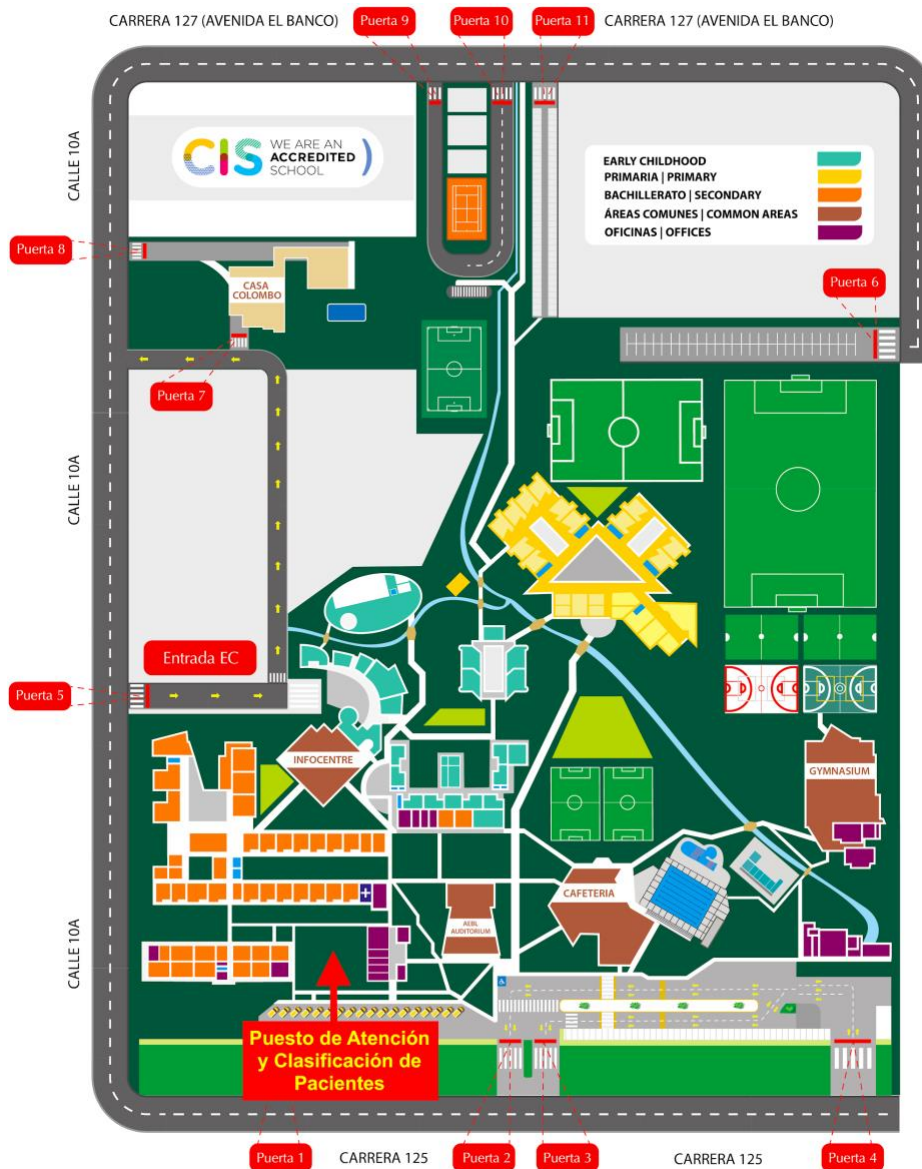
- If alone, do not attempt to rescue a drowning person unless you are experienced in water rescue techniques.
- Locate the lifebuoys with rope (orange floats) in the area and pull them towards the victim without letting go of the end of the rope.
- Call a brigade member or send someone to search for the victim and, in the meantime, keep an eye on the victim's location.
- When you are no longer alone and have the support of the rescuer or another adult, pull the victim out by pulling the rope to the nearest edge or ideally to the ladder area of the pool.
- Once you are able to pull the victim out of the pool, do not attempt to remove the water from the victim's lungs. The person in question may be in shock.
- Place the victim in a lateral decubitus position, i.e. get the head and body to the side to allow the liquid contents to be removed and not enter the deep airway or lower airway.
- Cover the victim with a towel, blankets or clothing.
- Medical attention is always necessary, even if the victim appears to have fully recovered, as a near-drowning victim may suffer serious complications that are not immediately apparent.

14.6. PROCEDURE FOR PATIENT CARE.

The Medical Emergency Plan (PAEMED) guarantees the provision of a timely and efficient medical service to students, teachers, administrative staff, employees and other persons within the Colegio Colombo Británico for reasons of their activities. First aid and basic medical support will be provided at the scene of the incident, after which the patient or patients will be referred to the nearest specialised medical centres in order to provide them with the medical care required according to the condition of the patient.

This procedure will be coordinated by the Head of the CCB Medical Department.

The Point of Care and Classification of Patients will be the Medical Department of the institution; in the event that the emergency does not allow the use of the medical department, a provisional site must be adapted; for this a tent and medical care equipment must be available, the site would be the green area located at the back of the Administrative Area.



The emergency brigade must meet with the EOC in order to define areas where assistance is required (coordinated by the Operations and Liaison area), equip themselves and enter the emergency area to attend to, extract and transfer patients to the point of care and classification.

Once at the Patient Attention and Classification Point, he/she will stabilise patients together with the nurse, brigade personnel and/or support groups, firefighters, paramedics, etc.

Subsequently, the Doctor will carry out the respective TRIAGE for the preparation of a census of patients, which will be reported to the Emergency Committee, detailing the state of health and the place to which they will be transferred, thus allowing coordination of the transfer of patients to the nearest health institution, with the help of support groups Paramedics, Firefighters, and other members of the mutual aid plan that can provide support.

It is important to clarify that staff in general are prohibited from administering any type of medication with the exception of medical department staff (doctors and nurses).

In addition, the medical department will only proceed to:

- Minor cures.
- Medication for minor ailments.
- Application of gel for external use to relieve inflammation.
- Immobilisation prior to the transfer of an injured person to specialised centres.
- Cardiorespiratory resuscitation manoeuvres.
- In the event of a request to administer any medication that may be part of a student's previous treatment, medical staff may only do so if they have the respective medical authorisation (prescription issued by a medical professional).

14.7 PROCEDURE FOR PARENTS AND/OR LEGAL GUARDIANS WHEN NOTIFIED OF AN EMERGENCY SITUATION

In the event of an emergency requiring total evacuation of the CCB, parents and/or legal guardians of students will be informed of the situation through the institutional communication channels (phidias), in such cases the CCB will proceed as follows:

14.7.1 Departure from the CCB premises in the event of extraordinary events that do not imply an imminent risk (Which allows for waiting within the school premises):

- Once parents and/or legal guardians have been notified of the unexpected departure, students from each grade will be separated into 2 lines (students who are transported in private vehicles and those who are transported on CCB bus routes). Students who are normally transported on the school bus routes will be directed in an orderly fashion (starting with the youngest grades) to their corresponding routes and taken to their homes.
- Students who are normally transported in private vehicles will remain at the CCB meeting points until they are picked up by their parents, legal guardians or their designated guardians.
- In these cases, entry to the student pick-up area will only be through gates 1 and 4, and exit will be authorised through gates 2 and 3, respectively.
- In the event that the vehicle entrance/exit doors are blocked, the EOC and the brigade will evaluate the most appropriate and least risky route for both the student and the person picking them up.

14.7.2 Evacuation of the CCB in the event of extraordinary events involving an imminent risk (which does not allow for waiting inside the school premises):

- In the event that the emergency requires the immediate evacuation of the CCB, the mutual aid plan will be activated by evaluating with the Head of Security and Liaison, previously the conditions in which the allied neighbours are.
- All students, without exception, will be evacuated and will be guided by their teachers for ease of recognition; they will be moved to the place identified as safe, which is closest to the school.
- Parents and/or legal guardians will be permanently informed of the situation through institutional communication channels, and will also be directed to the destination to which the students will be transferred for their reception, depending on the situation.

- In this type of situation, parents will be asked to refrain from arriving at the CCB before being notified.

14.7.3 Procedure in case of blocked access and exit routes:

This is the most extreme scenario that the CCB could face. It would consist of the occurrence of a catastrophic event of great magnitude, in which it is very likely that the access and exit roads to the CCB would collapse, generating even difficulties in the communication services with parents. In an event of this magnitude, the institution would proceed as follows:

- Activate the Emergency Committee (COE) in order to assess the situation and provide adequate management, allowing to know how the school facilities, the presence of victims and obtain all the resources required during the contingency.
- At the same time, carry out the work required to activate the available communication channels in order to communicate with parents and municipal support agencies.
- Adapt a safe place of refuge for all members of the community who are on the premises of the Colegio Colombo Británico.
- Conduct a census of all staff inside the institution, and schedule a constant census every 2 hours to keep abreast of the conditions of each group. In the event of prolonged confinement in the CCB, this census allows the necessary food and drink supplies to be organised.
- Establish medical priorities by obtaining information from all persons inside the CCB.
- Coordinate the appropriate conditions for the supply of medicines, food, drinks and other basic necessities.
- Formation of search and rescue groups, who in turn will explore the sector in search of possible evacuation routes and/or entry of multipurpose logistical support groups.
- Once the conditions and possible scenarios have been evaluated, all actions carried out at the CCB will be aimed at handing students over quickly and safely to their parents, legal guardians and/or authorised persons, always for the benefit and well-being of the students.

14.8 MUTUAL AID PLAN

In order to establish a private, voluntary, reciprocal and non-profit agreement, in consideration of the risks inherent to the type of activities we carry out and in accordance with article 2.2.4.6.11. Decree 1072 of 2015, The Colombo British School has developed a Mutual Aid Plan, being its main objective, to achieve the permanent and full operation of the same, in order to provide in a coordinated manner technical and/or human assistance in cases where an emergency exceeds or threatens to exceed its own response capacity for spill events, fires, explosions, short circuits, toxic clouds and in general, events generated by natural and technological risks or by malicious acts of third parties or by any other cause in the facilities of the Institution and/or of the signatory companies of this agreement or that adhere to it.

REQUIREMENTS

There are some basic requirements that every company or institution that is part of the Colegio Colombo Británico mutual aid scheme must be aware of and must endeavour to comply with in order to operate:

- a. Each company commits resources to the extent that its own security is not compromised.
- b. Each company must keep its emergency plan up to date.

- c. Hold at least one coordination meeting every 6 months between the emergency coordinators of the companies or institutions that are members of the mutual aid agreement.

14.8.1. LISTS OF COMPANIES AND INSTITUTIONS THAT MAKE UP THE MUTUAL AID PLAN.

Emergency Line	
Type of Emergency	Supporting entity or organisation
Integrated Security and Emergency System, which registers requests for help from citizens in situations that affect coexistence, public safety, the environment and health issues.	CENTRO REGULADOR DE URGENCIAS
	NUSE - NÚMERO ÚNICO DE SEGURIDAD Y EMERGENCIAS
Assault, riot, attempted kidnapping, bombing.	POLICÍA
	ESTACIÓN DE POLICÍA LA MARÍA
	CUADRANTE POLICÍA NACIONAL - CAI CIUDAD JARDÍN
	SEGURIDAD OMEGA (Central de monitoreo) Analista seguridad: Rodolfo Castaño
	GAULA VALLE
	GAULA POLICÍA
	GAULA EJÉRCITO
	LÍNEAS ANTITERRORISMO
	FISCALÍA GENERAL
Road traffic accident, bad parking, roadside disorder	SECRETARIA DE TRANSITO

Emergency Line	
Type of Emergency	Supporting entity or organisation
Gas leaks, ruptured gas pipes	GAS NATURAL
Fires, chemical spills, leaks, explosions, ambulances	BOMBEROS CALI X11 MELENDEZ
Medical care, ambulance, disaster relief, natural phenomena.	ÁREA PROTEGIDA: MEDICAL GROUP
	CRUZ ROJA CALI
	FUNDACIÓN VALLE DEL LILI
	CLÍNICA OFTALMOLÓGICA DEL VALLE
	HOSPITAL UNIVERSITARIO DEL VALLE
	Unidad de Quemados HUV
	HOSPITAL PILOTO DE JAMUNDÍ
	CLINICA IMBANACO
	COMITÉ DE ATENCIÓN Y PREVENCIÓN DE DESASTRES
Mutual logistical support	CORPOPANCE
	COLEGIO BOLIVAR (Andrés Calderón - Jefe de Seguridad)
	COLEGIO NEW CAMBRIDGE (Felipe Quintero - Jefe de Seguridad)

Emergency Line	
Type of Emergency	Supporting entity or organisation
	COLEGIO JUANAMBÚ
	JARDIN INFANTIL MARIA BELEN
	CLUB FARALLONES

BEING WELL PREPARED CAN BE THE DIFFERENCE BETWEEN LIFE AND DEATH!

15. CODE OF ETHICS AND CORPORATE GOVERNANCE

The Colegio Colombo Británico has adopted a Code of Ethics which sets out principles for the whole community (see document on the website, www.colombobritanico.edu.co, About Us, School guidelines).

16. INTERNAL DIRECTORY

To call directly dial 602 5555 + Extension number		
Section	Ext.	
Front Desk	385	602 5551185 – 86 / Fax: 602 5551191
Main Entrance	340	
Headmaster's Office	304	
Administration	307	
Admissions	344	
Communications	395	
General Assistan	306	
Head of Finance	313	
Treasury	301	Fax: 602 5551544
Security	352	
Occupational Safety and Health	376	
Medical Department	346	
Cafeteria	333	
Purchasing Office	318	
Alumni's Office	391	
Sports	339	
Transport	334	
PTA	364	602 5554198
Counselling International	360	
Libraries: Early Childhood -Primary-Secondary	370/371/338-393	
AV	350	
Extracurriculars	335	

Early Childhood	319	
Psychology Early Childhood	326	
Primary	311	
Psychology Primary	357-358	
Secondary	330	
Psychology Secondary	366	
ICT	351 – 309	