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British School of Gran Canaria
Plan de Convivencia
Policy Document



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1. Rationale

This Plan de Convivencia draws together, in a single framework, the key policies and practices that promote respect, inclusion, wellbeing, and responsible citizenship within The British School of Gran Canaria (BSGC).

BSGC is firmly committed to providing a safe, supportive, and respectful learning environment in which all community members can thrive. This commitment is underpinned by the school's Mission and Values, which guide expectations for behaviour, relationships, and personal development, and is enshrined in our motto – *Be Kind, Be Brave, Be You*.

The British School recognises that a positive and supportive school environment is a shared responsibility, requiring the active engagement of students, staff, and families. Through a consistent and proactive approach, BSGC seeks to foster a culture of mutual respect, inclusion, and high expectations.

This Plan is an integral part of the *Proyecto Educativo de Centro* (PEC) and sets out both the school's vision for *convivencia* and the structures, processes and practices through which this vision is implemented and sustained.

2. Legal Framework

This Plan de Convivencia is developed in accordance with the Spanish legal framework governing education, student welfare, and school coexistence. It reflects the school's commitment to meeting all statutory requirements while maintaining the standards and expectations of a British international school.

In particular, this Plan is informed by the following legislation:

- **Ley Orgánica de Educación (LOE)**, which establishes the principles of education and the requirement for schools to promote positive convivencia.
- **Ley Orgánica de Modificación de la LOE (LOMLOE)**, which reinforces inclusion, equality, student wellbeing, and the development of democratic and respectful school environments.
- **Ley Orgánica de Protección Integral a la Infancia y la Adolescencia frente a la Violencia (LOPIVI)**, which places specific responsibilities on schools to safeguard children and promote their protection and wellbeing.
- **Keeping Children Safe in Education (KCSIE)**, Gov.UK 2025.

This Plan also aligns with relevant regional regulations and guidance relating to school convivencia, behaviour, and safeguarding.

As a British international school, BSGC complements these requirements through the implementation of established British policies and practices, including those relating to behaviour, safeguarding, anti-bullying, and pastoral care. These policies collectively support the aims of this Plan and ensure a coherent and comprehensive approach to student wellbeing and school life.

3. School Ethos and Values

At BSGC, the promotion of positive coexistence is rooted in the school's ethos and values, which

underpin all aspects of school life. The school is committed to developing students who are respectful, responsible, and internationally minded, and who contribute positively to their community.

The school's values emphasise:

- respect for others, regardless of background or difference
- personal responsibility and integrity
- kindness, empathy, and consideration
- resilience and a commitment to learning
- active and responsible citizenship

These values are explicitly taught, modelled by staff, and reinforced through daily interactions, the curriculum, and the wider life of the school.

BSGC adopts a positive and proactive approach to behaviour, where expectations are clear, consistent, and fair. Good behaviour is recognised and celebrated, while inappropriate behaviour is addressed through a balanced approach that combines clear consequences with opportunities for reflection and learning.

The school places a strong emphasis on:

- building positive relationships between students and staff
- creating a supportive and inclusive environment
- promoting self-discipline and accountability
- encouraging students to understand the impact of their actions

Through this approach, BSGC seeks to create a culture in which students feel safe, valued, and supported, and are able to develop both academically and personally.

4. Preventive Approach to Positive Behaviour

BSGC places a strong emphasis on prevention, recognising that positive behaviour, wellbeing, and respectful relationships are best developed through a proactive and educational approach.

The school promotes positive coexistence through a wide range of strategies embedded in daily school life, ensuring that students develop the knowledge, skills, and attitudes necessary to contribute positively to their community.

Curriculum Provision

The development of positive relationships and personal responsibility is supported through the curriculum, including:

- Personal, Social and Health Education (PSHE)
- pastoral and tutor programmes
- education in digital citizenship and online safety
- opportunities to explore diversity, equality, and inclusion

These areas support students in developing emotional literacy, empathy, and responsible decision-making.

Pastoral Systems

BSGC operates a strong pastoral structure that supports students' wellbeing and personal

development. This includes:

form tutors and class teachers in primary act as the first point of contact, Senior Leaders in Primary and Heads of Key Stage providing oversight and support, access to safeguarding and wellbeing staff.

This structure ensures that students are known as individuals and that support can be provided at an early stage where needed.

Whole-School Culture and Activities

Positive coexistence is further promoted through:

- assemblies and awareness programmes
- student leadership opportunities
- educational visits and enrichment activities
- service and community engagement initiatives

These experiences encourage collaboration, respect, and a sense of responsibility beyond the classroom.

Partnership with Families

The school recognises the importance of working in partnership with families to promote positive behaviour and wellbeing. Clear communication and shared expectations support a consistent approach between home and school.

Through these preventative measures, BSGC aims to create a culture in which positive behaviour is the norm, relationships are respectful, and all members of the school community feel safe, valued, and supported.

5. Pastoral Care Structure

BSGC maintains high expectations for student behaviour, based on the principles of respect, responsibility, and consideration for others. These expectations apply at all times, including in lessons, around the school site, during educational visits, and on school transport.

Students are expected to:

- responsibility for their actions and behaviour
- demonstrate respect towards staff, peers, and the wider community
- engage positively in their learning
- follow instructions and established routines
- take contribute to a safe, inclusive, and supportive environment

The school promotes a culture in which positive behaviour is recognised and reinforced. Students are encouraged to take pride in their conduct and to understand their role in maintaining a positive school environment.

Clear expectations are supported by consistent routines and practices across the school, ensuring that students understand what is required of them in different contexts. These include expectations relating to:

- classroom conduct and engagement
- movement around the school

- behaviour during break and lunchtime
- use of technology and online conduct
- behaviour on school transport

Where expectations are not met, the school responds in a fair and proportionate manner, in line with its Supporting Positive Behaviour Policy. This includes the use of appropriate sanctions, balanced with opportunities for reflection, restoration, and learning.

All expectations, rules, and procedures are outlined in detail within the school's Supporting Positive Behaviour Policy, Code of Conduct, and related documentation. These are communicated clearly to students and parents, including through the School Planner and on the school's website.

6. Behaviour Management, Conflict Resolution and Restorative Approaches

BSGC adopts a clear, consistent, and fair approach to behaviour management, ensuring that students understand expectations and the consequences of their actions. The school is committed to maintaining high standards of behaviour while supporting students in learning from their experiences.

6.1 Behaviour Management

Staff apply behaviour expectations consistently, using established routines and professional judgement to promote positive conduct. Early intervention is prioritised to prevent escalation, and staff work collaboratively to ensure a coherent approach across the school.

6.2 Conflict Resolution

The school adopts a proactive and structured approach to resolving conflict. Where issues arise, staff will:

- address concerns at the earliest opportunity
- support students in understanding different perspectives
- facilitate calm and respectful dialogue
- guide students towards appropriate resolution

Where appropriate, conflicts are resolved through restorative conversations, enabling students to reflect, take responsibility, and repair relationships. More significant or ongoing concerns may be escalated to pastoral leaders or senior staff for further support and intervention.

Sanctions and Consequences

Where expectations are not met, appropriate sanctions may be applied. These are:

- proportionate to the behaviour
- consistent with school policy
- designed to reinforce expectations and promote learning

Sanctions may include:

- verbal warnings
- restorative conversations

- loss of privileges
- time for reflection
- involvement of pastoral or senior staff

In more serious cases, or where behaviour is repeated, further measures may be taken in line with the school's Supporting Positive Behaviour Policy.

6.3 Restorative Approach

Alongside sanctions, BSGC places strong emphasis on restorative practices. Students are supported to:

- reflect on their behaviour
- understand the impact of their actions on others
- take responsibility
- repair relationships where appropriate

This ensures that behaviour management is both educational and developmental, not solely punitive.

Support for Students

Where a pattern of behaviour indicates that a student may require additional support, the school will:

- involve pastoral staff
- engage with families
- implement targeted strategies or interventions

The aim is to address underlying causes and support the student in making sustained positive changes

Through this balanced and structured approach, BSGC ensures that behaviour is managed consistently, conflicts are resolved effectively, and students are supported in developing responsibility, self-awareness, and positive relationships.

7. Bullying Prevention and Safeguarding

BSGC is fully committed to safeguarding and promoting the welfare of all students. The school takes a proactive and rigorous approach to preventing and addressing bullying, harassment, and any form of harm.

This commitment is underpinned by the principles set out in the *Ley Orgánica de Protección Integral a la Infancia y la Adolescencia frente a la Violencia* (LOPVI), which requires schools to ensure the protection and wellbeing of children in all aspects of school life.

Definition of Bullying

Bullying is understood as behaviour that is:

- repeated over time
- intentional
- involves an imbalance of power

It may take various forms, including:

- physical
- verbal
- social or relational
- online (cyberbullying)

Prevention

BSGC adopts a preventative approach to bullying through:

- PSHE and pastoral programmes
- education on respect, diversity, and inclusion
- digital citizenship and online safety education
- assemblies and awareness initiatives
- promotion of a positive and inclusive school culture

Students are encouraged to speak openly about concerns and to report any issues, knowing they will be taken seriously.

Reporting and Response

All concerns relating to bullying or student welfare are:

- taken seriously
- investigated promptly
- managed sensitively and appropriately

The school ensures that:

- students feel safe to report concerns
- staff respond consistently and effectively
- parents are informed and involved where appropriate

Safeguarding Procedures

BSGC follows clear safeguarding procedures in line with its Safeguarding and Child Protection Policy.

This includes:

- designated safeguarding leads,
- clear reporting systems for staff and students
- appropriate record-keeping and confidentiality
- liaison with external agencies where required

Support and Follow-Up

Students affected by bullying or safeguarding concerns are provided with appropriate support. This may include:

- pastoral support
- restorative approaches
- ongoing monitoring

Where necessary, measures are also put in place to support students whose behaviour has caused concern, ensuring that they understand and address their actions.

Through this approach, BSGC aims to ensure that all students feel safe, protected, and supported, and that any concerns are addressed quickly, effectively, and in line with best practice.

8. Roles and Responsibilities

The promotion of positive coexistence at BSGC is a shared responsibility. All members of the school community play an active role in maintaining a safe, respectful, and inclusive environment.

8.1 Roles

School Leadership

The Head and Senior Leadership Team are responsible for:

- establishing and promoting a clear vision for positive Convivencia
- ensuring that policies and procedures are implemented consistently
- monitoring behaviour, wellbeing, and safeguarding across the school
- providing guidance and support to staff

Pastoral and Middle Leadership

Primary leaders, Heads of Key Stage, Heads of Department and Primary Coordinators are responsible for:

- overseeing student wellbeing and behaviour within their areas
- supporting staff in managing behaviour effectively
- responding to incidents and ensuring appropriate follow-up
- working closely with families and safeguarding staff

Teaching and Support Staff

All staff are responsible for:

- promoting and modelling the school's values
- maintaining high expectations for behaviour
- applying school policies consistently and fairly
- identifying and responding to concerns at an early stage
- contributing to a positive and supportive learning environment

Safeguarding and Wellbeing Roles

The school's safeguarding team, including the Designated Safeguarding Lead and Wellbeing Coordinators, are responsible for:

- ensuring effective safeguarding procedures are in place
- supporting students' welfare and protection
- managing and responding to safeguarding concerns
- liaising with external agencies where necessary

Students

Students are expected to:

- behave in a respectful and responsible manner
- engage positively in their learning
- follow school rules and expectations
- contribute to a safe and inclusive environment
- report concerns or incidents appropriately

Parents and Families

Parents and families are expected to:

- support the school's values and expectations
- engage positively with the school
- reinforce appropriate behaviour and attitudes at home
- communicate any concerns in a timely and constructive manner

Through clearly defined roles and responsibilities, BSGC ensures a consistent and collaborative approach to promoting positive coexistence across the school community.

8.2 Responsibilities

This clarifies who implements the Plan. Responsibilities for implementation of this Plan include:

Leadership

- Headteacher
- Senior leadership team

Staff

- teachers
- pastoral leads
- safeguarding lead
- wellbeing coordinators

Students

- respectful behaviour
- peer support
- student leadership

Families

- collaboration with the school
- reinforcing values at home

9. Monitoring, Evaluation and Review

BSGC is committed to ensuring that the Plan de Convivencia is effectively implemented, regularly

reviewed, and continuously improved.

Monitoring

The school monitors the effectiveness the Plan through:

- regular review of behaviour and safeguarding records
- analysis of incidents, including patterns and trends
- feedback from staff, students, and families
- observations of school life, including learning walks and pastoral oversight

Evaluation

The impact of the Plan is evaluated by considering:

- the overall quality of relationships and behaviour across the school
- student wellbeing and engagement
- the effectiveness of preventative and support strategies
- the consistency of policy implementation

This evaluation supports the identification of strengths and areas for development.

Review and Development

The Plan de Convivencia is reviewed annually, or more frequently if required, to ensure it remains aligned with:

- current legislation and guidance
- school priorities and development plans
- best practice in safeguarding and student wellbeing

Where appropriate, updates are informed by:

- leadership review
- staff consultation
- input from students and families

Additionally, on-going monitoring is achieved by;

- behaviour data monitoring
- incident reporting systems
- analysis of CPOMS information
- student wellbeing surveys
- annual review of policies
- staff training

Through ongoing monitoring and review, BSGC ensures that this Plan remains a dynamic and effective framework, supporting a positive, safe, and inclusive school environment.

Appendix

Related and incorporated BSGC Policies for the Plan de Convivencia.

- Safeguarding and Child Protection Policy
- Supporting Positive Behaviour Policy
- Anti-Bullying Policy
- Learning Support Policy
- Acceptable Use of Technology Policy
- Equal Opportunities Policy

School systems and processes that underpin the Plan.

- Pastoral Care System
- Learning Support Team
- PSHE / Personal Development Curriculum