

# PROJECT of coexistence



JESUÏTES Sarrià  
Sant Ignasi

## INTRODUCTION

The Coexistence Project is the instrument that reflects the actions that the teaching center develops to train all the students and the rest of the educational community for coexistence and the positive management of conflicts. (Project for Coexistence and educational success. Department of Education. 2016 and Resolution ENS/ 585/2017)

The education of the future, as P. Antonio Allende, S.J. has expressed with such success, is a valuable instrument for the humanizing transformation of society, not only because it allows the acquisition of knowledge, but above all because it favors the relationship between people, from the deepest feelings of human beings.

Thus, educating in coexistence, or in other words, educating to learn to be and live together, is, and must be, a priority task for all educational agents.

To this end, we present this Coexistence Project as a tool that can contribute to building a coexistence with and for others. Thus, we do not want it to be a code of conduct, or a string of specific rules that must necessarily be followed, or even to become a sanctioning manual. On the contrary, we intend, with this Project, to equip ourselves with criteria of being and doing that place dialogue and respect for people as fundamental and priority elements to guarantee this coexistence with and for others.



## LEGAL FRAMEWORK

This document is based on current regulations that all centers subsidized by the Generalitat of Catalonia must include:

The **Organic Law 2/2006**, of May 3, on education, establishes in article 121.2 the obligation for all centers to prepare a Coexistence Plan and include it within the Educational Project of the center.

The **Organic Law 8/2013**, of December 9, for the improvement of educational quality, determines in its article 124.1 that the centers will include in the annual general programming their coexistence plan and all those actions and activities programmed for the promotion of school coexistence.

The **Law 12/2009**, of July 10, on education, provides in article 30 that learning to live together is a fundamental element of the educational process and this must be expressed in the Educational Project of each center. The centers must establish measures to promote coexistence.

He **Decree 102/2010**, of August 3, on the autonomy of educational centers, provides in article 23.2 that the rules of organization and operation of the center must incorporate the measures to promote coexistence established in the center.

He **Decree 279/2006**, of July 4, on the rights and duties of students and regulation of coexistence in non-university educational centers in Catalonia, reinforces the educational nature that the processes and actions that are undertaken must have, both to prevent and to correct inappropriate behaviors. Article 6 establishes that a coexistence committee must be set up in each center.

Agreement **GOV/79/2016**, of June 14, which approves the Protocol of action between the departments of work, social affairs and families and education, prevention, detection, notification, referral and coordination of situations of child and adolescent abuse in the educational field.

**Law 26/2015**, of July 28, modifying the child and adolescent protection system.

**Law 15/1999** of December 13 on the Protection of Personal Data and related regulations.

**Organic Law 5/2000**, of January 12, regulating the criminal responsibility of minors.

**Royal Decree of July 24, 1889**, text of the edition of the Civil Code, published in compliance with the Law of last May 26. (Current until June 30, 2017), Chap. II. (Civil Liability)

**Organic Law 10/1995**, of November 23, of the Penal Code. Title V (Criminal Liability of natural persons and also legal entities)



## CENTER DATA AND CONTEXTUALIZATION

### CENTER DATA

<b>CODE:</b>	08004067
<b>Name:</b>	Jesuits Sarrià - Sant Ignasi
<b>OWNERSHIP:</b>	Privat
<b>ADDRESS:</b>	c/ Carrasco and Formiguera, 32
<b>PHONE:</b>	936023000
<b>ELECTRONIC ADDRESS:</b>	a8004067@xtec.cat

### CONTEXTUALIZATION OF THE CENTER

**Jesuits Sarrià - Sant ignasi**, located in Barcelona, Carrasco y Formiguera street, no. 32, is a concerted/private educational center of social initiative, promoted by the Society of Jesus.

On the threshold of the third millennium, and faced with the uncertainties and challenges of the future, the educational community of Sarrià - Sant Ignasi Jesuits, aware that education hides a great treasure that can make humanity progress in the ideals of peace, freedom and justice, wants to simply proclaim its sincere commitment, at the service of education. Our ideology is a public promise that commits us, and it is also an open door to hope. The human, social and Christian values that inspire us have an extraordinary potential to live the educational work with enthusiasm. It will be everyone's responsibility to create an institutional climate of trust, responsibility and freedom, so that our educational work is effective, creative and joyful. And given that educational action always takes place in a certain social context, openness to the exterior, attention to the signs of the times, and our capacity for critical analysis and reflective action will be essential. Our commitment today keeps alive the flame of an institution that was born in 1622 and that begins the 21st century with its own identity and a clear vocation of service to the community. **Our commitment** consists of making San Ignacio a permanent time and space to learn, **learn to be, to know, to coexist and live the faith.**

The **center is part** of the **grid Jesuit schools Education**, which is a Canonical Foundation (1999) of the **Jesus company**. The network is currently made up of 8 educational centers in Catalonia, which all share the same ownership and have the same mission and a common educational project. The Foundation is governed by a Board of Trustees and a General Management, which establish the strategic lines and general objectives of all its members, and guarantee joint services. The eight schools of the Foundation are immersed in a process of transformation of education, to adapt it to the needs of the 21st century.

The scope of the **educational offer of Jesuits Sarrià - Sant ignasi** includes: **Home** (1-2), **child education** (MOPI 3-5), **initial primary** (PIN 1st-4th), **NEi** (New intermediate stage 5º- 2º ESO), **TQE** (3rd and 4th ESO), **Baccalaureate** and **training cycles** of **middle grade** and of **Superior grade**.



## mission and VALUES

The **Coexistence Project** has as its main mission the fact of **contribute** in its **personal success, academic, social and labor** of everything **student body**. (Project for Coexistence and educational success. Department of Education. 2017)

At the same time, with the elaboration of this document, it is intended to make the entire educational community aware that the promotion of coexistence is the basis of everything **Educational project**. The Coexistence Project is based on the ideology of the school and its values. The commitment of the Jesuit Education schools and, therefore, of the Sarrià – Sant Ignasi Jesuits is **educate people for this world**, so that they can grow and live fully and have the ability and desire to transform it for the common good. In order for this declaration to be a constant reality, it is necessary to continue helping our students to acquire the attitudes, skills and competences of the context and of the moment in which they have lived. The fact that it pursues is that each and every one of its students learn to have a good relationship and acceptance of themselves, with others and with the world around them in order to achieve academic, personal, social and professional success.

Respect, freedom, democracy, dialogue, communication, joint work between family and school, deep knowledge of oneself and others, deep relationships, effort, responsibility, are the basis of the coexistence project. inclusion, concern for knowledge and learning, reception, social competence, intercultural education, emotional education, education for Peace, mediation, among others.

In keeping with the founding principles of the school, in which families and professionals go hand in hand in the education and training of students, one of the main values promoted by this project is joint responsibility and constructive dialogue between families and professionals, always favorable to the growth and maturity of the student body.



## DIAGNOSIS - RESULTS

	ORCHARD POINTS	FABULOUS POINTS
<b>ABSENTISM</b>	<ul style="list-style-type: none"> <li>We involve families to avoid situations of absenteeism.</li> <li>We make the faculty aware of the importance of intervening quickly and in a coordinated manner in situations of absenteeism.</li> </ul>	
<b>reception</b>	<ul style="list-style-type: none"> <li>We consider the reception as a fundamental factor for coexistence in the centers and the educational success of the students.</li> <li>We establish specific action proposals to welcome new teachers, PAS and other professionals.</li> </ul>	<ul style="list-style-type: none"> <li>We collaborate in the creation of projects that promote integration into the social environment.</li> </ul>
<b>co-education</b>	<ul style="list-style-type: none"> <li>Within the framework of the tutorial action, we develop measures, strategies and actions to educate students in respect and non-discrimination for reasons of sex, gender identity, gender expression or affective-sexual orientation.</li> <li>We have an organizational structure that favors the work of coeducation in the center.</li> </ul>	<ul style="list-style-type: none"> <li>We coordinate with local administrations to carry out specific actions to promote the values of gender equality and equal relationships.</li> </ul>
<b>communication</b>	<ul style="list-style-type: none"> <li>We have tools, strategies and communication mechanisms with students to promote their educational process.</li> <li>We have spaces and communication channels aimed at families.</li> <li>We make the tutorial action of the group a communication space for the students based on respect and assertiveness.</li> <li>Let's make the individual tutorial action a space for personal communication based on mutual respect and trust.</li> </ul>	
<b>CONFLICTS GREVOS</b>	<ul style="list-style-type: none"> <li>We implement the coexistence protocols prepared by the Education Department, if necessary.</li> <li>We involve families in the management and resolution of serious conflicts with students.</li> <li>We intervene quickly and effectively in any serious conflict.</li> <li>We analyze with the students the conflicts that occurred in the classroom to facilitate a self-learning process</li> </ul>	<ul style="list-style-type: none"> <li>We have specific strategies to involve students in resolving serious conflicts.</li> <li>We train the educational community in conflict management and resolution techniques and skills.</li> </ul>
<b>education INTERCULTURAL</b>	<ul style="list-style-type: none"> <li>We know and participate in networks of centers that promote the values of intercultural education.</li> <li>Through the tutorial action, we promote the recognition of difference and cultural diversity.</li> </ul>	<ul style="list-style-type: none"> <li>We promote the inclusion in the classroom of all the student body.</li> </ul>
<b>EDUCATION FOR Peace</b>	<ul style="list-style-type: none"> <li>Within the framework of the tutorial action, we develop measures, strategies and actions to educate in peace and human rights.</li> <li>We use strategies and methodologies that favor coexistence values.</li> </ul>	<ul style="list-style-type: none"> <li>We have specific strategies to involve families through tutorial action in education for peace.</li> </ul>
<b>STRUCTURE and MANAGEMENT of Resources</b>	<ul style="list-style-type: none"> <li>We are part of some educational network with the environment.</li> <li>We organize the classroom according to the student body.</li> <li>We make students participate in the management and operation of the classroom.</li> <li>We encourage positive teacher leadership.</li> </ul>	<ul style="list-style-type: none"> <li>We involve the family in the functioning of the classroom.</li> <li>We have a resource map of the surrounding educational area, we disseminate and guide its use.</li> </ul>



	ORCHARD POINTS	FABULOUS POINTS
<p>Management and <b>RESOLUTION positive of the CONFLICTS</b></p>	<ul style="list-style-type: none"> <li>We have protocols, circuits and organizational structure that facilitate the management and resolution of conflicts in the center.</li> <li>We involve families in the management and resolution of minor conflicts involving their sons and daughters.</li> </ul>	<ul style="list-style-type: none"> <li>We have specific strategies to involve students in the management and resolution of conflicts in the classroom.</li> </ul>
<p><b>education PartnerMotional</b></p>	<ul style="list-style-type: none"> <li>Within the framework of the tutorial action, we develop measures and strategies to emotionally educate students.</li> <li>Within the framework of the tutorial action, we develop measures and strategies to promote social competence in students.</li> <li>We have specific strategies to involve families in socio-emotional education.</li> <li>We promote the communicative competence of students.</li> </ul>	<ul style="list-style-type: none"> <li>We know and participate in networks of centers that work on emotional education and social competence programs.</li> </ul>
<p><b>rule</b></p>	<ul style="list-style-type: none"> <li>We educate in the sense of the norm.</li> <li>We collect in the documents of the Center the concretion of the rules of coexistence.</li> </ul>	<ul style="list-style-type: none"> <li>We give students responsibility in complying with the norm.</li> <li>We coordinate with the different agents in the environment to give coherence to the regulations that directly affect children and young people.</li> </ul>
<p><b>EDUCATE IN THE I RESPECT</b></p>	<ul style="list-style-type: none"> <li>We promote an attitude of respect from students towards teachers and other professionals at the center.</li> <li>We plan activities with the students that encourage self-respect.</li> <li>We promote actions that promote knowledge and respect for the environment.</li> </ul>	<ul style="list-style-type: none"> <li>We promote actions of respect towards the physical spaces of the center and its surroundings.</li> </ul>
<p><b>Stake</b></p>	<ul style="list-style-type: none"> <li>We provide a calendar and physical and virtual spaces to facilitate the meetings of the associations of the center and the different participation bodies of the school community.</li> <li>We establish specific action proposals to encourage the participation of families in the center.</li> <li>We promote center networks.</li> <li>We use methodologies that encourage student participation.</li> </ul>	<ul style="list-style-type: none"> <li>We have specific strategies to facilitate the participation of students in the management and organization of the classroom.</li> <li>We establish specific action proposals to encourage student participation in the center.</li> <li>We encourage student participation in their own educational process, such as monitoring and evaluating classroom activities.</li> </ul>
<p><b>EDUCATE IN THE POSITIVE MANAGEMENT OF THE CONFLICTS</b></p>	<ul style="list-style-type: none"> <li>We use classroom strategies and methodologies that favor education in positive conflict management.</li> <li>We encourage the commitment of students to education in the positive management of conflicts to promote prevention in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>We train the educational community in positive conflict management techniques and skills.</li> <li>We have students trained in the school mediation program in the class group.</li> </ul>
<p><b>educate in THE EFFORT AND THE RESPONSIBILITY</b></p>	<ul style="list-style-type: none"> <li>We use strategies and methodologies that favor the assumption of the value of the effort and the responsibility of the students.</li> <li>Within the framework of the tutorial action, we develop measures, strategies and actions to educate students in effort and responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>We coordinate with the entities around the center to promote effort, responsibility and civic commitment.</li> </ul>
<p><b>inclusion</b></p>	<ul style="list-style-type: none"> <li>We participate in networks of centers that work on inclusive education and attention to diversity.</li> <li>We make the faculty aware of the need to work for an inclusive school that responds to the diversity of all students.</li> </ul>	<ul style="list-style-type: none"> <li>We develop an inclusive curriculum.</li> <li>We collect in the center's documents the values of the inclusive school and the strategies that facilitate their achievement.</li> </ul>



## OBJECTIVES AND PLANNED ACTIONS

**level:**Prevention

**AMBIT:**Attitudes, values and norms

**SUBSCOPE:**Educate in positive conflict management

**GOALS:**Ensure and guarantee the participation, involvement and commitment of the entire school community.

### Specific objectives

- Increase the training of the school community in relation to the positive management of conflicts.
- Work on the prevention of a culture of Peace and non-violence.
- Promote the culture of committed and responsible citizens, promoting help among equals in the center.
- work intelligence inter and intrapersonal to improve social competence.
- Provide tools and strategies to students for their positive resolution of conflicts.  
Promote the participation and commitment of students in school life.

### performances

- Take advantage of the celebration of internationally recognized dates to promote education in the positive management of conflicts and the improvement of the climate of coexistence (DENIP, the prevention of violence against women, human rights day, etc.).
- Prepare a center mediation project. Train students in school mediation.
- Promote the implementation of programs that promote student participation in conflict prevention (social competence programme, emotional education programmes, coexistence and school mediation programme, etc.).
- Promote projects that foster support and learning relationships among equals (peer tutoring, etc.).
- Offer, within the framework of the Center Training Plan, training to teachers and, where appropriate, to families, PAS and students, on educating in positive conflict management.
- Promote cooperative work and project work in all areas of the educational center to promote assertive relationships.
- Collect the degree of satisfaction of the different agents of the school community on the measures and actions aimed at educating in positive conflict management and mediation.
- Schedule activities to develop students' social competence (cognitive skills —teach to think—, social skills, emotional education —how to relate to oneself and others —, etc.).



**level:**Prevention

**AMBIT:**Attitudes, values and norms

**SUBSCOPE:**Inclusion

**GOALS:**Promote equity and respect for the diversity of students within a framework of shared values.

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**Specific objectives**

- Promote an inclusive culture that respects and values differences within a framework of shared values

**performances**

- Accompany inclusive education practices in each of the stages from the DOP, creating a resource bank with the documentation of the practices.
  - Design in the Tutorial Action Plan activities that promote knowledge and respect for the diversity of students.
  - Foster a critical spirit to identify, review and overcome any situation of inequality (hidden curriculum, discrimination, etc.).
  - Promote community service actions from the curriculum to promote inclusion and rooting in the territory of students at risk of exclusion.
  - Collaborate with surrounding entities to promote community service actions.
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**level:**Intervention

**AMBIT:**Conflict resolution

**SUBSCOPE:**Management and positive conflict resolution

**GOALS:**Promote school mediation and the culture of dialogue as a basic tool in conflict management.

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**Specific objectives**

- Sensitize the school community on the importance of the value of dialogue and the positive management of conflicts.

**performances**

- Review the documents of the NOFC.
  - Collect in the NOFC mediation as a conflict management strategy.
  - Create a space for shared teacher-student reflection to deal with conflicting situations that occur in the classroom.
  - Use the communication channels offered by individual tutoring.
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**level:**Organization

**AMBIT:**Organization of the center

**SUBSCOPE:**Stake

**GOALS:**Ensure and guarantee the participation, involvement and commitment of the entire school community. Promote a culture of peace and non-violence, together with the values that make it possible to preserve and enrich the lives of all people.

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**Specific objectives**

- Establish and energize the coexistence commission.
- Increase the training of the school community in relation to coexistence.
- Develop an organizational structure and resource management that favor coexistence and school climate.
- Participation in committed projects in our world.
- Promote the participation and commitment of students in school life.
- Promote self-knowledge for personal and collective improvement.

**performances**

- Encourage student participation in the life of the center by creating committees, work teams, boards of delegates, etc.
  - Learn about educational experiences that promote participation: learning communities, community service, learning and service, etc.
  - Stimulate the participation of classroom delegates in training programs or projects to promote a participatory culture in the center (*Program 3D delegates, I do, education for integrity, etc.*).
  - Involve students in the processes of evaluation and improvement of the activities carried out in the center (preparation of evaluation sessions, assessment of non-teaching activities, etc.).
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## COEXISTENCE COMMISSION

Resolution ENS/585/2017, of March 17, establishes the preparation and implementation of the Coexistence Project in educational centers.

According to this resolution, the first step is the constitution of a coexistence commission.

### Functions of the coexistence commission

The Coexistence Commission has the function of collaborating in the planning, application and monitoring of the Coexistence Project.

### composition of the coexistence commission

The first general objective of the Coexistence Project is to ensure and guarantee the participation, involvement and commitment of the entire educational community.

In keeping with this objective, the Coexistence Commission will be made up of representatives of the different parts of the educational community, as detailed below:

- **Management team:** General Management, MENOF Management, Pedagogical Management, FHP Management, Management and management secretariat.
- **NEi/ESO-ESO/BAT and EPPP address**
- **Head of NEi/ESO Coexistence**
- **Head of fHP ESO/BAT**
- **EPPP fHP Head**
- **Orientation department.** PDO Responsible
- **Student body.** The 2 represented School Council
- **families.** School Council representatives

Within the communication process of the Coexistence Project, all educators will be informed of the establishment of the Coexistence Commission in the School Council of the center and, to the extent that it begins its work, students and their families.

### Operation of the coexistence commission

Meetings of the entire Commission or by teams are established depending on the tasks to be carried out.

The entire Commission will meet at least once a quarter to carry out the planning, application and monitoring of the Coexistence Project.

The Commission can hold meetings with part of its members for the application of the different aspects of the Coexistence Project.



## PROTOCOLS

### **catalog of protocols and frameworks for action consortium**

#### CHILD AND ADOLESCENT PROTECTION

- Child and adolescent abuse protocol
- peer harassment protocol
- Protocol psychosocial emergencies
- Transgender student support protocol

#### TRUANCY AND PREMATUR DROPOUT

- Truancy and early dropout

#### SUPPORT FOR SPECIFIC EDUCATIONAL NEEDS

- EAP individualized action request

#### ATTENTION TO THE COMMUNITY

- Detection, prevention and resolution of conflicts
- Prevention, detection and intervention protocol on drugs in secondary education centers
- Protocol for the prevention and approach of sexual and gender-based harassment in the company

### **catalog of protocols and frameworks for teaching action**

#### PROTOCOLS FOR THE IMPROVEMENT OF COEXISTENCE

- Action with minors under 14 years of age in situations of conflict or commission of a criminal offense
- Intervention in case of serious conflict with students
- Detection and intervention against NGjOV (New Groups of Organized and Violent Youth)

### **je protocols**

- Protocol for the prevention of sexual abuse of children and adolescents