



NEWTON COLLEGE
Founded 1979

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INTERNAL REGULATIONS

2025



NEWTON COLLEGE
Founded 1979

Directorate Resolution No. 099-2024-Newton College-DN

La Molina, October 30th, 2024

Given the need to comply with the directives and regulations of the Ministry of Education for the preparation of management documents,

WHEREAS

Article 66° of Law No. 28044, General Law of Education, establishes that schools, as learning communities, have an essential role as managers of the educational system.

The same article establishes that the main objective of schools is the achievement of learning and integral education of its students. In order to achieve said objective, the Institutional Educational Project guides the management with an inclusive approach.

Article 68° of the same Law establishes that schools are responsible for developing, implementing and assessing their annual plan, in accordance with its educational philosophy and guidelines of relevant educational policy.

Article 127° of the Regulations for Law No. 28044, approved by Supreme Decree No. 0011-2012-ED, establishes that schools have autonomy in planning, executing, supervising, monitoring and assessing the educational service, as well as in preparing its management tools, within the framework of regulations in force.

Last, Article 135° assigns the Direction as the governing body of a school. It is in charge of the integral management, and led by a Director, who undertakes the specific functions of the school.

IT IS HEREBY DECIDED

Article 1. To approve the update of the management instrument titled "Internal Regulations" for the 2025 school year.

Article 2. To publish this instrument to be known by the educational community.

To be recorded, communicated and filed,



Mg. Claudia Torres Miró Quesada
NATIONAL DIRECTOR





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I. INTRODUCTION

These Internal regulations define the educational philosophy of Newton College Private School, as well as the academic system, the organisation, the administration and the role of the School, and the institutional relationships.

Furthermore, this document is based on the respect for principles and values established in the Political Constitution of Peru, as well as on principles and objectives of education set forth in regulations in force on this matter and in policies defined by Asociación Educacional Williamson del Perú (Williamson Educational Association of Peru, "AEWP" for its acronym in Spanish), entity that owns and promotes the School.

1.1 Information of the School

Date of opening and beginning of operations	:	March 1979
Location	:	Av. Ricardo Elías Aparicio 240 Las Lagunas, La Molina, Lima - Peru
Educational levels	:	Early Years, Lower School and Upper School
Code of the premises	:	308194
Modular codes	:	0539635 - Early Years 0543025 - Lower School 0649855 - Upper School
UGEL (Local Education Management Unit)	:	06
School calendar	:	March - December
School hours	:	Early Years Nursery: 08:30 a.m. to 1:00 p.m. Pre-kinder: 08:15 a.m. to 01:00 p.m. Kinder: 07:50 a.m. to 03:20 p.m. Lower School and Upper School: 07:50 a.m. to 03:20 p.m.

Based on the following resolutions, Newton College is recognised and authorised as a School by the Ministry of Education:

- Resolution No. 002335-1979: Opening authorisation
- Resolution No. 0882-1981: Authorisation for the Transfer of Premises and Authorisation
- Resolution No. 3740-1982: Extension of Lower School to 5° and 6° Grade
- Resolution No. 1964-1984: Extension of the Educational Service to Upper School
- Directorate Resolution No. 0455-1992: Little Sir Isaac Newton Authorisation
- Directorate Resolution No. 0396-2001: Incorporation of Little Newton to Newton
- Regional Directorate Resolution No. 05090-2008-DRELM: Change of name from *Colegio Privado Sir Isaac Newton* (Sir Isaac Newton Private School) to *Colegio Privado Newton College* (Newton College Private School)

II. LEGAL BASIS

Newton College operates under the following legal regulations:



- The Political Constitution of Peru
- Law No. 26549, Law for Private Educational Centres, modified by Emergency Decree No. 002-2020
- Supreme Decree No. 005-2021-MINEDU, Regulations for Private Educational Institutions of Basic Education
- Ministerial Resolution No. 447-2020-MINEDU, which approves the Regulations on the Enrolment Process in Basic Education
- Supreme Decree No. 010-2019-MINEDU, which modifies the Regulations of Law No. 28044, General Law of Education, approved by Supreme Decree No. 011-2012-ED, and the Regulations of Private Educational Institutions of Basic Education and Technical-Productive Education
- Law No. 26549, Law of Private Educational Centres and its Regulations approved by Supreme Decree No. 005-2021-MINEDU
- Law No. 27337, Law that approves the New Code of Children and Adolescents
- Law No. 27665, Law to Protect the Household Economy in connection with the Payment of School Fees
- Law No. 28044, General Law of Education and its Regulations approved by Supreme Decree No. 011-2012-ED
- Law No. 28740, Law of the National System of Evaluation, Accreditation and Certification of Educational Quality
- Law No. 28988, which declares Regular Basic Education as an essential public service, and its Regulations approved by Supreme Decree No. 017-2007-ED
- Law No. 29600, which encourages School Reintegration due to Pregnancy
- Law No. 29694, which protects Consumers from Abusive Practices in the Selection or Acquisition of School Books, modified by Law No. 29839, and its Regulations approved by Supreme Decree No. 015-2012-ED
- Law No. 29719, which promotes Coexistence without Violence in Educational Institutions and its Regulations approved by Supreme Decree No. 010-2012-ED
- Law Decree No. 882, Law that Promotes Investment in Education, overruled except for articles 14°, 16°, 17°, 18°, 19°, 20°, 21° and 22°
- Law No. 29571, Code of Protection and Defence of the Consumer
- Law No. 29783 of Occupational Health and Safety and its Regulations approved by Supreme Decree No. 005-2012-TR
- Law No. 30364, Law to Prevent, Sanction and Eradicate Violence against Women and Members of the Family Group, and its Regulations approved by Supreme Decree No. 009-2016-MIMP and modified by Supreme Decree No. 016-2021-MIMP
- Law No. 30403, which prohibits the Use of Physical and Humiliating Punishment against Children and Adolescents, and its Regulations approved by Supreme Decree No. 003-2018-MIMP
- Supreme Decree No. 006-2021-ED, which approves the Regulations of Organisation and Functions (ROF) and the Scheme for Staff Allocation (“CAP” for its acronym in Spanish) of the Ministry of Education
- Supreme Decree No. 004-98-ED, which approves the Regulations of Infractions and Sanctions for Private Educational Institutions, modified by Supreme Decree No. 011-98-



ED and Supreme Decree No. 002-2001-ED and extended by Supreme Decree No. 005-2002-ED

- Supreme Decree No. 011-2011-PCM, which approves the Regulations of the Complaints Book
- Supreme Decree No. 042-2011-PCM, which regulates the Obligation of Educational Institutions to Keep a Complaints Book
- Ministerial Resolution No. 0440-2008-ED, which approves the National Curricular Design of Regular Basic Education
- Ministerial Resolution No. 234-2005-ED, modified by Ministerial Resolution No. 387-2005-ED: Assessment of Learnings of the Students of Regular Basic Education
- Ministerial Resolution No. 0201-2009-ED, which approves the Directive “Procedures to prevent and sanction sexual harassment in the educational sector”
- Ministerial Resolution No. 0518-2012-ED, dated December 19, 2012, which approves the Multi Annual Sectoral Strategic Plan of education (PESEM 2012-2016), approved by Ministerial Resolution No. 0069-2008-ED, which approves the Directive “Standards for enrolling children and adolescents with disabilities in different levels and modalities of the educational system of Inclusive Education
- Ministerial Resolution No. 0028-2013-ED, which regulates the Entrance and/or Stay of the Child in Early Education
- Supreme Decree No. 004-2018-MINEDU, which approves the Guidelines for the management of school coexistence, the prevention and the response to violence against children and adolescents
- Ministerial Resolution No. 274-2020-MINEDU, which approves the Update of Protocols for Responding to Violence against Children and Adolescents
- Vice-ministerial Resolution No. 262-2020-MINEDU, which approves the Technical Standard “Provisions that regulate the administration and use of SíseVe portal in instances of decentralised educational management”
- Vice-ministerial Resolution No. 094-2020-MINEDU, which regulates the Assessment of Competencies of Basic Education Students
- Vice-ministerial Resolution No. 025-2019-MINEDU, which contains the Dispositions that guide the assessment process of the students’ learning at Basic Education institutions and programmes
- National standards and guides to manage educational institutions of basic education and technical-productive education, annually issued by the Ministry of Education
- Standards of the private labour regime
- Dispositions from the Ministry of Education

III. EDUCATIONAL PHILOSOPHY

Article 1. Vision

To be recognised worldwide for our academic excellence and educational style.

Article 2. Mission

We are a Peruvian-British school committed to developing the full potential of our students in order for them to become well-rounded and successful citizens.



Article 3. Institutional Values

Our educational practise is based on the following values:

- **Respect:** We treat others, the world that surrounds us, and ourselves with respect and consideration.
- **Commitment:** We fulfil our responsibilities and goals with initiative, enthusiasm and perseverance.
- **Integrity:** Our words and actions are honest, fair and reliable.
- **Empathy:** We understand the feelings and reasoning of others, and act with solidarity.

Article 4. Profile of the school community

Article 4.1 Student profile

As a School that is part of the International Baccalaureate (IB) world, our institutional values articulate with the main goal of educating individuals with international mindsets who, aware of the condition that connects them as human beings and of the responsibility they share for preserving the planet, contribute to the creation of a better and more peaceful world.

In this sense, students from Newton College strive to be:

- **Inquirers:** They cultivate their curiosity while developing skills to enquire and research. They know how to learn autonomously and with others. They learn with enthusiasm and maintain the thirst for knowledge during their whole lives.
- **Knowledgeable:** They develop and use their conceptual comprehension when exploring knowledge in a variety of disciplines. They engage with ideas and matters of local and world relevance.
- **Thinkers:** They use critical thinking skills to analyse and act with responsibility in case of complex problems. They act on their own initiative to make reasoned and ethical decisions.
- **Communicators:** They express with confidence and trust in several languages, forms of speech and manners. They collaborate with efficacy, carefully listening to the perspectives of other individuals and groups.
- **Principled:** They act with integrity and honesty, with a deep sense of equity, justice and respect for the dignity and rights of individuals around the world. They take the responsibility for their own acts and their consequences.
- **Open-minded:** They develop critical appreciation of their own cultures and personal stories, as well as of the values and traditions of others. They search for and take into consideration other points of view, and are willing to learn from the experience.
- **Caring:** They show empathy, sensitivity and respect. They engage in helping others and act with the purpose of having a positive influence on the lives of other individuals and of the world that surrounds them.



- **Risk-takers:** They address uncertainty with caution and determination. They work autonomously and collectively to explore new ideas and innovative strategies. They show inventiveness and resilience when they face changes and challenges.
- **Balanced:** They understand the importance of physical, mental and emotional balance to achieve their own and others' welfare. They recognise their interdependence in connection with others and with the world they live in.
- **Reflective:** They evaluate the world and their own ideas and experiences in depth. They make an effort to understand their strengths and weaknesses to, thus, contribute to their learning and personal development.

Article 4.2. Staff profile

The behaviour of the staff of Newton College is a fundamental guide in the education of students. Therefore, the staff must act and behave according to the values that inspire education at the School. They must reflect interest in continuous personal improvement and in the search for professional excellence.

Hence, the staff of Newton College shall:

- Carry out their duties carefully, fulfilling and applying rules, regulations and policies of the School.
- Guarantee the welfare of students, being concerned of their physical and emotional safety at all times.
- Actively engage in the development of organisational culture and institutional identity of Newton College.
- Keep total confidentiality of private data relating to students, colleagues and families.
- Have a positive attitude oriented to solutions, encouraging teamwork and solidarity.
- Firmly reject any kind of injustice, discrimination, violence or other type of violation of human rights.
- Show genuine preoccupation for the welfare of others, offering support and solidarity.

Article 4.3 Parent and/or guardian profile

The influence of parents and/or guardians in the education of a child is as important as the influence of the School. If we would like students to truly internalise fundamental values, they must see the practice of such values at home, at School and in society in general. In this way, they will appreciate their universal value with more clarity, understand their own environment and have more self-trust.

Within this context, the parents and/or guardians of Newton College must:



- Be role models in terms of attitudes, behaviours and positive ideas for their children and the school community, contributing to a peaceful coexistence in all of their environments.
- Appreciate the qualities of their children and engage with their education, providing an environment that stimulates their comprehensive development.
- Support the mission, vision and values of the School, reinforcing them with their personal behaviour and actions at home.
- Keep a clear, continuous and positive communication with the School.
- Respect the staff and rules of the School.
- Firmly reject any kind of injustice, discrimination, violence or other type of violation of human rights.
- Show genuine preoccupation for the welfare of others, offering support and solidarity.

Article 5. Objectives of Newton College

- (a) To promote in students the desire to be life-long learners.
- (b) To develop a well-rounded educational experience that encourages physical, intellectual, social and spiritual development, subjective welfare and healthy lifestyles in students.
- (c) To educate global citizens able to have a positive and significant impact on their environment, encouraging personal and collective actions to implement creative solutions to relevant problems.
- (d) To develop a study plan based on a consistent and outstanding culture of teaching and learning, which promotes and shares innovative teaching and learning experiences at local, national and world level.
- (e) To guarantee a quality educational service for students, incorporating technology to improve learning, and creating new and diverse opportunities for the learning community.
- (f) To unify the school culture and build relationships to support emotional development and welfare, and to offer excellent permanent learning opportunities to everyone.
- (g) To recognise and celebrate commitments and achievements of students in the society in order to inspire future leaders by promoting student agency and social action, which make a positive difference in the world.
- (h) To keep effective internal and external communication with the stakeholders of the School.

Article 6. Graduate profile

- (a) **They generate impact** by chasing significant objectives.
Graduates are change agents by understanding global problems and acting with purpose. They inspire others as committed citizens, enriching their lives and the lives of others with an international perspective. They prioritise the care of the planet.



- (b) They are cooperative** and establish relationships of trust and compassion with others. Graduates value the perspectives and contributions of others, fulfilling their commitments through cooperation. They create a sense of belonging and collective action by taking personal responsibility inside a team.
- (c) They are life architects** who act with audacity and take risks to build their personal projects. Graduates boost innovation and creative ideas by being autonomous in their actions. They have an essential motivation and their actions are productive. For that, they have an excellent informative and digital culture.
- (d) They are curious** when exploring with enthusiasm the world that surrounds them. Graduates are aware of themselves and of the changes of the world that surrounds them. They see errors as learning opportunities, and are able to take risks bravely and to try new experiences.
- (e) They are flexible** by having a learning attitude during their whole lives. Graduates find creative solutions to complex problems; therefore, they are able to cope with difficult situations. They are life-long learners, as they can learn, unlearn and learn again. Additionally, they are critical thinkers guided by evidence.
- (f) They are balanced** as they value physical, emotional and mental welfare, equally in them and in others. Graduates plan their time efficiently to benefit their welfare. They address different situations with emotional intelligence and mental strength, and they are rationally optimistic.
- (g) They are communicators** when exchanging ideas and information with clarity. Graduates are aware of their purpose and audience to achieve high impact, articulating their ideas with clarity. They actively listen and react with empathy and understanding. They appreciate and express hope and gratitude towards others. Furthermore, they effectively use printed and digital media.

IV. ORGANISATION AND ROLES

Article 7. Promoting entity

The *Asociación Educativa Williamson del Perú* (Williamson Educational Association of Peru, “AEWP” for its acronym in Spanish) is an educational institution incorporated as a legal entity of private law, ruled by the Political Constitution of Peru, the Civil Code, its Statutes and other applicable standards.

The Association acts according to its objectives with non-profit purposes. It respects principles of equality of rights and obligations, without political, racial, religious or any other type of discrimination. The General Meeting is the Supreme Body of the Association and it gathers all active partners. All partners are under the obligation to act under their agreements, according to these Statutes.

Listed below are the functions of Williamson Educational Association:



- To establish the educational philosophy, in the context of respect for principles and values established in the Constitution, and to safeguard the fulfilment of general and specific purposes for which the School has been created.
- To approve the organisation, administration and functions of the School, as well as to guarantee the fulfilment of manuals, standards and directives issued in that regard.
- To establish regimes in economic, disciplinary, school fees and scholarships matters.
- To establish relations with parents and/or guardians.
- To approve and guarantee the fulfilment of the Internal Regulations, according to the General Law of Education, the Law of Private Educational Centres and its Regulations, in coordination with the Headmaster and the National Director of the School.
- To appoint the Headmaster and the National Direction, and to communicate to the Ministry of education the appointment of the National Direction for its ratification.
- To fulfil all the roles, responsibilities and obligations entrusted to them by the By-laws, Regulations and Internal Manuals.
- To approve and carry out the improvement of infrastructure and educational equipment.
- The modification, pause, reopening, transformation or dissolution of Newton College shall be decided by the Association according to legal standards on the matter.
- To safeguard the non-profit purpose of the institution, guaranteeing in turn the quality of educational service and effective and efficient educational management.

The AEWP executes its role supported by Committees formed by members of the Board of Governors, partners and parents, and members of the School Direction.

- Human Resources Committee
- Relational Committee
- Technology Committee
- Investments Committee
- Income Committee
- Ethics Committee

Article 8. Structure of Newton College Private School

In order to guide and carry out actions that lead towards the achievement of goals, Newton College has departments of Management, Administration, Pedagogy and Participation, Concentration and Surveillance. Classes generated in the organisational structure are reliable and may be suppressed or reorganised.

Article 9. General Direction

The General Direction is comprised as follows:

- Headmaster
- National Director
- Director of Administration

Article 10. The Headmaster

Listed below are the functions of the Headmaster:



- To safeguard the fulfilment of the educational philosophy of the School and of the purposes for which it was created.
- To define the Strategic Plan of Newton College.
- To manage the School in direct coordination with the National Director and the Educational Council.
- To lead the Educational Council.
- To promote a democratic and intercultural coexistence in order to guarantee favourable and appropriate conditions for fair treatment and pertinent climate for learning.
- To guide and monitor the effective implementation of objectives, policies and procedures oriented towards the mission and vision of Newton College.
- To guarantee quality education, achieving international standards.
- To guarantee that practices and procedures for pedagogical assistance provide students with the academic, emotional and social support they need.
- To guarantee systems of pertinent information about progress and improvement opportunities for students.
- To encourage constructive work relationships among the staff and the students, as well as between all members of the School.
- To encourage initiative, teamwork and to keep motivation.
- To implement staff efficiently and fairly, guaranteeing a clear delegation of duties and efficient decentralisation of responsibilities in a constant way and according to their service conditions.
- To undersign enrolment renewal agreements in discipline-related cases.

The functions of the Headmaster may be modified or complemented to adjust to the changing needs of Newton College.

Article 11. National Direction

Listed below are the functions of the National Director:

- To legally represent Newton College.
- To be part of the Educational Council.
- To lead the Disciplinary Council.
- To consent to the decisions made by the Disciplinary Council through Directorate Resolutions.
- To coordinate the School Coexistence Committee.
- To direct and administrate the School.
- To represent and relate Newton College with the public and private educational authorities of the local community, whether academic, such as universities, or others.
- To practise their discipline faculty pursuant to the law, the general principles of labour rights, these Regulations and each work agreement in force.
- To make requests to the team members in order to improve their work performance.
- To establish hours and turns according to educational or administrative needs.
- To arrange the location of the staff, respecting their work agreement.
- To demand the confidentiality of reports and/or confidential data, whichever their origin, in connection with members of the educational community.



- To safeguard the observance of the philosophy, goals, principles, objectives and guidelines of the institutional policy, set forth in the ideology, the Internal Regulations and in other standards.
- To communicate the ideology and the Educational Project of the School in all the educational community.
- To guarantee that Newton College meets all effective standards and laws of the Ministry of Education of Peru.
- To lead, along with the Headmaster, the management of the institution in order to achieve the mission oriented to the vision of Newton College.
- To direct, accompany, monitor and supervise the management processes of the institution in pedagogical, institutional, administrative and financial matters oriented to the achievement of learning goals.
- To execute the policies of the institution that concern them.
- To carry out actions designated to them by the Headmaster or the Board.
- To lead the elaboration of management instruments: Institutional Educational Project, Curricular Project of the School, Annual Work Plan and Internal Regulations (PEI, PCI, PAT and RI for their corresponding acronyms in Spanish)
- To participate in the elaboration of the Strategic Plan, with support from the Headmaster.
- To practise pedagogical leadership in order to conduct the institution towards the highest educational standards and enable commitment with their results.
- To establish communication lines between home, the School and the communities.
- To propose alternatives to the Board of Governors for improving the quality of learning.
- To be part of the Parent-Teacher Association (PTA).
- To undersign enrolment renewal agreements in discipline-related cases.

The functions of the National Director may be modified or complemented to adjust to the changing needs of Newton College.

Article 12. Director of Administration

The Director of Administration depends on the Board of Governors and is responsible for institutional administration.

Listed below are the functions of the Director of Administration:

- To be a part of the Educational Council.
- To manage the School as from its administrative role.
- To practise their administrative faculty pursuant to the law, the general principles of labour rights, these Regulations and each work agreement in force.
- To make requests to the team members in order to improve their work performance.
- To establish hours and turns according to the needs of Newton College.
- To arrange the location of the staff, respecting their work agreement.
- To grant permission and licences, considering the educational and administrative needs of the School.
- To establish methods to track attendance, punctuality and supervision.



- To coordinate actions directly with the Headmaster and the National Director, in connection with planning, direction, coordination and supervision of staff administration, as well as of economic and financial, material and technological resources of AEWP and of the School according to guidelines defined by the Board of Governors of AEWP.
- To provide equipment and materials requested by the School, according to budget.
- To report the accounting, financial and administrative matters to the Board of Governors of the promoting entity.
- To generate a proper system to hire personnel for their department, considering the needs of the School.

Article 13. Governing Areas

Listed below are the Governing Areas of Newton College:

- Educational Council
- Student Government
- Parent-Teacher Association (PTA)

Article 14. Educational Council

The Educational Council is led by the Headmaster and the National Director. It comprises the heads and deputy heads of each level, the curricular coordinators of each level and the General Administration.

Listed below are the functions of the Educational Council:

- To formulate and assess the Annual Work Plan.
- To provide the leadership and hierarchic staff with advice in order to optimise the curricular programming, the teaching-learning, the methodology and the evolution of the student.
- To suggest general behaviour rules, oriented to standardise the Educational System.
- To participate in the elaboration and update of the Internal Regulations of the School and the Manual of Staff Organisation and Functions, in harmony with dispositions in force and the participation of the Owner Association.
- To inform the leadership about decision-making in connection with curricular programmes, pedagogical methodology and assessment of the student, as well as with their education and personal development.
- To permanently assess the academic progress of the institution and to timely suggest corrective actions when necessary.
- To implement the transition of curricular programs between the three levels of Regular Basic Education, in coordination with the corresponding heads.
- To safeguard the constant perfection and improvement of all staff and of Newton College.

Article 15. Student Council

The Student Council of Newton College is a body that allows students to participate in the development of activities of the School. It is set up in Lower and Upper School.



Listed below are the objectives of the Student Council:

- To promote the democratic participation of students within the framework of the Institutional Educational Project of the School.
- To promote democratic values, attitudes and practices in the students of Newton College.
- To encourage students to assume an active role in their own education and in the search for their welfare.
- To organise and participate in activities that contribute to their own education, knowledge and defence of their rights.
- To support the educational life of the School.
- To do networking with Student Councils from other schools.
- To represent the students of Newton College before the authorities of the School.
- To promote integration, participation and organisation of the students of the School as members of the school community.
- To promote and execute work plans that guarantee the presence and contribution of students in the life of the School.
- To officially represent students of Newton College in activities organised outside the School.

The Student Council of each level is ruled by regulations approved by the Educational Council.

The National Director, in coordination with the Head of Level, appoints the teachers who advise the Student Council.

Article 16. Parent-Teacher Association (PTA)

The Parent-Teacher Association (hereinafter "PTA") of Newton College comprises the parents, guardians and/or representatives in charge of students that are part of the School.

PTA members voluntarily collaborate with the fulfilment of educational plans and objectives of Newton College, and actively participate in the education and integral development of the students of the School.

PTA members are represented by the PTA Board of Directors, which members are listed below:

- President
- Vice-president
- Early Years Coordinator
- Lower School Coordinator
- Upper School Coordinator
- Community Assistance Coordinator
- Social Activities Coordinator

The recruitment process of the members of the PTA Board of Directors is duly detailed in the Statutes of the PTA.

Listed below are the functions of the PTA Board of Directors:



- To communicate the diverse academic, cultural, social and social projection activities proposed by Newton College, as well as internal communications.
- To promote unity of criteria between homes and Newton College in connection with the education of students, based on documents of educational principles and values of the School.
- To establish and maintain a fluent communication with parents and/or guardians.
- To promote solidarity among the members of the school community.
- To ensure the integration of new families and to keep an updated record of contacts for each class.
- To receive suggestions, opinions and improvement opportunities of the educational community required by the PTA or by own initiative.
- To cultivate and to be a visible example of the experience of the educational culture, being confidential and loyal to the School.
- To organise and promote social assistance initiatives of Newton College.
- To appoint delegates for each grade and class.

Article 17. Administrative Departments

Those who permanently or eventually fill positions of Professional or Technical Service, and Labourers, and perform duties other than teaching, are considered non-educational staff.

Non-educational staff actively contributes to the better achievement and thorough maintenance of the objectives of Newton College, according to the educational philosophy established by the National Direction of the School. They perform duties of the sector they have been hired for, respecting the guidelines of the Internal Labour Regulations (ILR).

Listed below are the Administrative Authorities of Newton College:

- Human Resources
- Information Technologies
- Admissions
- Treasury
- Accounting
- Logistics
- Maintenance

Article 18. Human Resources

Led by a manager and directly subject to the Administrative Direction.

Listed below are the functions of Human Resources:

- To carry out processes for the correct hiring of staff, meeting basic requirements, applying effective labour laws and procedures of the School, fulfilling the payment of contributions and deductions, social benefits and other in connection with the staff.
- To monitor all staff administration processes.
- To implement and manage labour development programmes by assessing performance, career paths, succession plans, talent management, training, recruitment, processes and policies of Human Resources.



- To implement a compensation system.
- To elaborate management indicators.
- To monitor all topics in relation with expatriates.
- To mediate in staff conflicts.

Article 19. Information Technologies

Led by a manager and directly subject to the Administrative Direction.

Listed below are the functions of Information Technologies:

- To define the technology infrastructure the School needs in order to support administrative services
- To allow for innovation in educational services, including servers, storage, networking, security, WiFi, administrative management systems, equipment and educational platforms.

Article 20. Admissions

Led by a Manager and directly subject to the Headmaster. Listed below are the functions of the Admissions Department:

- To manage the admission process at each level.
- To inform the Head of Level about the process.
- To provide information to families who are interested in applying to Newton College, about its pedagogical approach, services and admission requirements.
- To inform the families of the applicants about the process.
- To organise guided school visits.
- To meet virtually or in-person with interested families.
- To coordinate interviews between the Head of Early Years and families of applicants to that level.
- To coordinate the evaluation of applicants.
- To manage the issuance of Welcome Letters, Admission Letters and Non-acceptance Letters, as the case may be, with the relevant secretary.
- To inform the families of the applicants about the status of their admission process.
- To coordinate the communication of admission results, which is a meeting with the Headmaster.

Article 21. Treasury

Led by a Head and directly subject to the Administrative Management.

Listed below are the functions of Treasury:

- To implement collection services.
- To control and programme financial resources to meet the payment obligations of the School.
- To guard cash funds.
- To manage current and deposit accounts.



- To elaborate Treasury reports for the Administrative Direction for decision-making purposes.

Article 22. Accounting

Led by a Head and directly subject to the Administrative Direction.

Listed below are the functions of Accounting:

- To manage account books.
- To control financial statements.
- To fulfil tax obligations.
- To register accounting transactions.
- To elaborate financial and accounting reports for the Administrative and Financial Management for decision-making purposes.

Article 23. Logistics

Led by a Head and directly subject to the Administrative Direction.

Listed below are the functions of Logistics:

- To manage the supplies and materials warehouse.
- To control the stock of supplies and materials.
- To select suppliers.
- To issue purchase and service orders.
- To assist and distribute requests of supplies and materials.
- Security and control of accesses.
- Control and inventory of assets.

Article 24. Support Departments

Listed below are the Support Departments of Newton College:

- Library
- Academic Secretary's Office
- Infirmary

Article 25. Library

The Library is subject to the National Direction.

The Library guarantees the access, development and promotion of the material of the School. Furthermore, it monitors and preserves the good condition of such material.

Listed below are the functions of the Library:

- To assist users in the selection and search of bibliography material required.
- To guide students in the use of several information resources.
- To inform the school community about new publications and cultural events.
- To permanently update educational material and resources, to make it available for users and to inform about new acquisitions.



- To organise the school library in an attractive and welcoming way for all users.
- To keep an updated record of bibliographic material borrowed from the library, safeguarding its appropriate care.
- To fulfil functions set forth in the Manual of Departments and Functions (MDF).

Article 26. Academic Secretary's Office

Directly subject to the National Direction.

Listed below are the functions of the Academic Secretary:

- To prepare, present, receive and distribute official documents the School must comply with before public and private institutions.
- To guide and assist requests from parents and/or guardians in procedures connected with the issuance of certificates and transcripts of their children, as well as validations/revalidations of studies for foreign students.
- To prepare and issue official information for teachers, students and parents and/or guardians in connection with academic achievements.
- To update the complete and systematised file of documents and personal information of students and parents and/or guardians
- To elaborate, present and file official documents both of Newton College and those issued by any state institution.
- To fulfil tasks or actions commended by the National Director.
- To fulfil tasks or actions set forth in the MDF.

Article 27. Infirmary

Directly subject to the National Direction.

Listed below are the functions of the Infirmary at Newton College:

- To provide students with first aid assistance in the event of accidents or medical problems during school hours.
- To assist students sent to the office, to register their medical problem and to determine whether they should go home or not, as the case may be.
- To coordinate activities of health prevention and promotion during the school year.
- To request medicines, equipment and material needed to assist health issues during the school year.
- To schedule, coordinate and supervise the annual medical exam and deliver results in a closed envelope to the parents and/or guardians.
- To coordinate, support and advise the organisation of educational talks for students in connection with health topics.
- To provide support and first aid assistance in several curricular and extracurricular activities.
- To support parents and/or guardians who require information or have questions regarding the assistance provided to their children.



Article 28. Pedagogical Departments

Listed below are the Pedagogical Departments of Newton College:

- Heads of Level
- Deputy Head of Level
- Curricular Coordinator
- Primary Years Programme (PYP) Coordinator
- Middle Years Programme (MYP) Coordinator
- International Baccalaureate Programmes Coordinator
- Head of the Academic Department
- Deputy Head of the Academic Department

Article 29. Heads of Level

Heads of Level are subject to the Headmaster and comprise:

- Head of Early Years
- Head of Lower School
- Head of Upper School

Listed below are the functions of the Heads of Level at Newton College:

- To be part of the Educational Council.
- To be part of the Disciplinary Council.
- To lead the general coordination of their level.
- To report to the Headmaster and National Director.
- To promote and practise the achievement of strategic objectives of the level, within the context of the vision, mission and main values of Newton College.
- To demonstrate professional leadership, guiding teachers towards the achievement of a high-quality education for all students and achieving national and international standards.
- To monitor the effective implementation of objectives, policy and procedures of the School in order to promote the development of the level.
- To guarantee a favourable environment and climate for the staff and the students to feel safe and valued.
- To strengthen the education of students with a high-quality and well-rounded education for everyone, within an intercultural and ethical context, in order to guarantee the IB student profile and the graduate profile of the School.
- To plan, organise, monitor and assess the professional performance of teachers of the level through academic activities, with the participation of staff of the department.
- To collaborate and support the Curricular Coordinator and the Heads of other departments in order to guarantee a coherent transdisciplinary plan.
- To safeguard the fulfilment of effective learning hours at their corresponding level.
- To guarantee that documents from the level and all documents required are up to date, regularly discussed and accessible to anyone who may request them.



- To keep an updated inventory of resources and to monitor new requests for materials, books and other items, in coordination with coordinators and those in charge of the study plan.
- To monitor the application of the admissions policy and to recommend the admission of new students to the School, after reviewing tests and other documents.
- To monitor the periodical inspection of classes and facilities, listing the requirements of risk and maintenance needed for the security of the School.
- To inform teachers, upon reasonable prior notice, about events and administrative requirements, as well as due dates.
- To support the use and development of new and emerging technologies in order to improve and expand the learning experience of students.
- To guarantee efficient systems of evaluation, record and notification of the progress of the student.
- To generate a permanent and effective communication channel among the school community as a whole.
- To monitor that all staff of the level fulfils their obligations and the conditions of their agreements.
- To monitor the continuous development of the PYP/MYP/DP along with curricular coordinators in order to achieve a broad, balanced and appropriate curriculum that adapts to the needs, skills and stages of development of the students of each level.
- To guarantee that all policies of the School are the same at the Intranet/Virtual Classroom/webpage and within the level.
- To encourage a positive environment between the staff members and the students by improving the identification of the system of Houses among all members of the School community.
- To guarantee that practices and procedures of pastoral support provide the students with the physical, academic, emotional and social support required.
- To provide appropriate conditions for the students who require individualised assistance (language, learning, emotional and behaviour).
- To issue behaviour reports as needed.
- To fulfil tasks or actions set forth in the MDF.

Article 30. Deputy Heads of Level

Each level has a Deputy Head, who is directly subject to the corresponding Head of Level.

Listed below are the functions of Deputy Heads of Level at Newton College:

- To support the Head of Level in the fulfilment of all objectives set.
- To temporarily replace the Head of Level in functions set forth in these Regulations, upon their express request.
- To issue behaviour reports as needed.
- To execute and coordinate the curricular programme in a specific area or speciality, collaborating with the Head of Level.
- To fulfil functions set forth in the MOF.



Article 31. Curricular Coordinator

Each level has a Curricular Coordinator, who is directly subject to the corresponding Head of Level.

Listed below are the functions of the Curricular Coordinator at Newton College:

- To achieve a broad, balanced and appropriate curriculum that adapts to needs, skills and stages of development of the students of each level.
- To lead and monitor the Heads of Department and Coordinators of the International Baccalaureate Programmes.
- To support Heads of Departments in the transversal work among levels to build a cohesive and articulated written curriculum in their content areas.
- To direct and supervise the learning of staff, including the education of a professional learning community that align with strategic objectives of each level.
- To fulfil functions set forth in the MDF.

Article 32. Primary Years Programme (PYP) Coordinator

The Primary Years Programme (PYP) Coordinator is subject to the Curricular Coordinator.

Listed below are the functions of the PYP Coordinator at Newton College:

- To coordinate with the Curricular Coordinator in order for the complete curriculum of the School to be consolidated, specially between PYP and MYP.
- To represent Newton College in IB meetings in schools of Peru.
- To be a link between other schools and universities.
- To vertically articulate the curricular programme of the School since Early Years, Lower School and Upper School.
- To register teachers in the My IB teacher support webpage.
- To advise the Educational Council in the development and implementation of a teacher assessment system.
- To organise general opportunities for professional development for the staff (workshops, conferences, round tables, visits to other schools, etc.).
- To guarantee that policies of pastoral support, behaviour and discipline completely reflect the PYP philosophy.
- To promote a deep comprehension of PYP through workshops and conferences for parents and/or guardians.
- To permanently coordinate with the International Baccalaureate Organization and inform the staff about PYP developments and overall educational thinking.
- To suggest different activities to be applied at class: class observation, team teaching, among others.
- To reorient the work of the teacher, as the case may be, towards objectives set.
- To guarantee that systems for reporting to parents and/or guardians are timely and informative, and aligned to the bases of the PYP.
- To participate in the staff assessment of PYP grades.
- To fulfil functions set forth in the MDF.



Article 33. Middle Years Programme (MYP) Coordinator

The Middle Years Programme (MYP) Coordinator is directly subject to the Curricular Coordinator.

Listed below are the functions of the MYP Coordinator at Newton College:

- To coordinate with the Curricular Coordinator in order for the complete curriculum of the School to be consolidated, specially between PYP and DP.
- To represent Newton College in IB meetings in schools of Peru.
- To be a link between other schools and universities.
- To vertically articulate the curricular programme of the School since Early Years, Lower School and Upper School.
- To register teachers in the My IB teacher support webpage.
- To advise the Educational Council in the development and implementation of a teacher assessment system.
- To organise general opportunities for professional development for the staff (workshops, conferences, round tables, visits to other schools, etc.).
- To guarantee that policies of pastoral support, behaviour and discipline completely reflect the MYP philosophy.
- To promote a deep comprehension of MYP through workshops and conferences for parents and/or guardians.
- To permanently coordinate with the International Baccalaureate Organization and inform the staff about MYP developments and overall educational thinking.
- To suggest different activities to be applied at class: class observation, team teaching, among others.
- To reorient the work of the teacher, as the case may be, towards objectives set.
- To guarantee that systems for reporting to parents and/or guardians are timely and informative, and aligned to the bases of the MYP.
- To participate in the staff assessment of MYP grades.
- To fulfil functions set forth in the MDF.

Article 34. International Baccalaureate Programmes Coordinator

The International Baccalaureate Programmes Coordinator is directly subject to the Curricular Coordinator.

Listed below are the functions of the International Baccalaureate Programmes Coordinator at Newton College:

- To represent Newton College in IB meetings in schools of Peru.
- To be a link between other schools and universities.
- To register teachers in the My IB teacher support webpage.
- To guarantee that all internal assessments are managed and delivered to external IB consultants on time.
- To inform students about IB general regulations.
- To inform parents and/or guardians about the IB policies and procedures of the School.
- To help assess the IB Heads of Department.



- To guide teachers about requirements for internal evaluations.

Article 35. Heads of Academic Department

The Heads of Academic Department are directly subject to the Curricular Coordinator.

The School determines the number of Heads of Academic Department needed according to the specialties of the curriculum.

Listed below are the functions of the Heads of Academic Department at Newton College:

- To coordinate their actions with the Heads of Level and Curricular Coordinator.
- To develop a vision for the Department and establish common standards and expectations, encouraging the use and exchange of best practices.
- To model a passion for courses, which inspires high-quality teaching and learning, continuous academic progress and effective use of resources available.
- To guarantee the implementation of PYP, MYP and DP programmes coherently with the mission and fundamental values of the School, as well as with the mission and profile of the IB learning community,
- To use data effectively in order to monitor the progress, identify low performance and establish appropriate interventions.
- To guarantee that national and international study plans are fully integrated in a study plan duly broad, balanced, appropriate and differentiated within the Department.
- To encourage the development of appropriate links with other departments, schools and transversal topics such as citizenship, internationalism and other enriching opportunities.

Article 36. Deputy Heads of Academic Department

The Deputy Heads of Academic Department are directly subject to the Heads of Academic Department.

Listed below are the functions of the Deputy Heads of Academic Department at Newton College:

- To execute and coordinate the curricular programme in its specific speciality.
- To support the Head of Level with the fulfilment of objectives set.

Article 37. Complementary Technical Departments

Listed below are the Complementary Technical Departments of Newton College are:

- Student Engagement Department
- Sports Department

Article 38. Student Engagement Department

The Student Engagement Department is directly subject to the National Director and comprises the following coordinators:

- Early Years Intervention and Support Coordinator
- Lower School Intervention and Support Coordinator
- Upper School Intervention and Support Coordinator



- Learning Support Coordinator

Listed below are the functions of the Student Engagement Department of Newton College:

- To promote the integral welfare of the students in order to create a school environment that positively contributes to their development and achievement of their learnings.
- To encourage a culture of inclusion for the overall school community, guaranteeing the same educational opportunities for all students.
- To motivate the involvement of families and their contribution to overall well-being of the school community.
- To develop care, protection and responsibility practices in students, which reduce their exposure to risk situations.
- To analyse the situation of students and carry out interventions as needed, along with teachers.
- To guide, accompany and monitor teachers of the level in the intervention with students with academic and/or emotional needs.
- To design, implement, monitor and assess individualised intervention plans with students with moderate and severe academic and/or emotional needs.
- To keep constant communication with the families of students, both to gather relevant information and for the corresponding feedback.
- To support and accompany teachers in the application of formative measures for students.
- To determine interventions to be carried out with students at “Beginning” and “Developing” scales in the Student Behaviour Scale, as well as to request parents and/or guardians the assessments and assistance the student must follow externally, establishing time frames.
- To carry out the inquiry procedures of alleged offences upon request of the Disciplinary Council, as well as to provide support and accompaniment in inquiries carried out by teachers and authorities.
- To be part of the School Coexistence Committee.
- To apply the entrance psychological exams to applicants.
- To lead the design and implementation of preventive actions and educational guidance for students according to the needs of each level.
- To lead the elaboration of class distribution, along with teachers and Heads of Level.

Article 39. Sports Department

The Sports Department of Newton College is composed of the coaches of several sports who are responsible for carrying out the training sessions and extracurricular activities provided by the School.

It is directly subject to the National Director and it comprises the Head of the Department, the Deputy Head of the Department and the Coordinator of Extracurricular Activities.

Listed below are the functions of the Sports Department of Newton College:

- To carry out quality extracurricular sports programmes that provide students with a broad variety of activities in which they may participate and compete.



- To develop a vision for the School and to set common standards and expectations, encouraging the use and exchange of the best practices.
- To monitor the organisation and execution of sports and dance extracurricular programmes.
- To motivate students and coaches to participate in competitions with passion, respect and discipline.
- To manage the use of the sports facilities and equipment.
- To guarantee that facilities and resources of Newton College are in optimal condition.
- To provide coaches with a dynamic vision and a clear sense of purpose and direction.
- To promote respect and values among students through sport.
- To encourage effective communication, coordination and team spirit.
- To participate in talks, conferences, competitions and other activities developed in the School.
- To register students in extracurricular activities requested by their parents and/or guardians.
- To sign up the teams of different disciplines in ADCA and other competitions that align to the objectives of the department.
- To inform parents and/or guardians about the progress and/or difficulties of students as part of their participation in activities.
- To answer the questions that parents and/or guardians, students and teachers of Newton College may have in connection with sports activities.
- To allocate clear work descriptions for the School members, guaranteeing fair opportunities for all.
- To monitor that coaches efficiently fulfil all school policies.
- To assign training hours for different categories and sports.
- To guarantee that students receive feedback regularly, which will allow them to establish more appropriate goals.

V. SCHOOL COEXISTENCE

Article 40. Basic Concepts

School coexistence is the expression of the quality of human relations that take place in Newton College. It is a collective and quotidian construction; responsibility is shared by all the school community.

Positive school coexistence contributes to the development of values as it creates safe connections, valuable experiences and significant life lessons in common with the others, as a fundamental element of a well-rounded education for the students.

By managing school coexistence, Newton College aims to constantly improve the quality of the interpersonal relations within its school community, orienting institutional capacities, knowledge and resources towards strengthening the school environment.

Newton College fully adopts the regulatory framework about school coexistence established by Law No. 29719, which encourages coexistence without violence in educational institutions, and



its Regulations, in addition to Supreme Decree No. 004-2018-MINEDU that approves *Guidelines for managing school coexistence, preventing and responding to violence against children and adolescents*, and all normative derived therefrom.

Article 41. Objectives of school coexistence management

Listed below, objectives of the school coexistence management at Newton College:

- (a) To promote democratic relations in all members of the school community, based on proper behaviour, that contribute to the integral education of students.
- (b) To prevent violence and risk situations students may be exposed to, both inside and outside of the School.
- (c) To timely, effectively and restoratively assist violence situations identified within the school environment, according to regulations in force.

Article 42. School Coexistence Committee

Listed below are the members of the School Coexistence Committee of Newton College:

- National Director, who coordinates the Committee
- Head of the Student Engagement Department
- Early Years Intervention and Support Coordinator
- Lower Years Intervention and Support Coordinator
- Upper Years Intervention and Support Coordinator

The following are responsibilities of the School Coexistence Committee of Newton College:

- To promote orientation actions to the school community in connection with encouraging school coexistence, overall welfare and a positive and inclusive school environment.
- To lead the elaboration or update process of coexistence rules.
- To ensure the development of prevention and timely response of school violence cases and other situations of rights violations, considering assistance and follow-up guidelines and protocols set forth in regulations in force, coordinating with the corresponding actors of the school community.
- To encourage coordinated work with public and private institutions in order to prevent violence and assist critical situations that affect student welfare.
- To promote the exercise of discipline based on a human rights approach, guaranteeing no physical or humiliating punishment, or discriminatory acts, are applied.
- To ensure the affiliation of the School to SíseVe portal, as well as the periodic update of information of those in charge of each level.
- To register cases of school violence it becomes aware of in SíseVe as well as in the Incident Report Book.

Article 43. Coexistence rules

The coexistence rules of Newton College express institutional values and aspire to guide the good judgement, attitude and action of all members of its school community.



Detailed below, coexistence rules:

- (a) To treat others, the world around us and ourselves with dignity and consideration.
- (b) To fulfil our responsibilities and goals with initiative, enthusiasm and perseverance.
- (c) To be honest, fair and trustworthy, both in words and actions.
- (d) To understand the feelings and the reasoning of others, and to act with solidarity.

Article 44. Discipline approach

Newton College understands discipline as the capacity by which students develop reasonings and moral judgements that allows them to voluntarily follow rules and social agreements. Its objective is for students to act rightfully, based not on an external control, but rather on the interiorization of values practised in School and in the exercise of socio-emotional skills developed in the curriculum.

Among said skills, autonomy is fundamental in the process of moral development and in the responsible exercise of freedom. Autonomy enables students to make decisions independently and not based on external impositions (heteronomy), such as avoiding punishment or expecting rewards. Therefore, discipline in a person is, above all, the result of a strengthened autonomy.

In this regard, the process of discipline training must encourage socio-emotional skills in students, needed to build their identity, consolidate their self-esteem, security and self-confidence, recognizing themselves as unique individuals that make a valuable contribution to society.

Thus, the development of discipline in students is a part of the pedagogical objectives of Newton College. Training behaviour is, essentially, the work of teachers.

Discipline training must allow for students to reflect on and learn from the moral experience manifested in their school and family context. To this effect, it is important that the School specifies, in all acts, values it wishes to encourage in its school community, that they reflect on decision-making and that they manifest in the daily behaviour of its directors, teachers and staff in general. All the while, families need to commit as role models of values, attitudes and behaviours that positively contribute to the school coexistence.

Expressions of success in discipline matters may be observed as:

- Positive appreciation of human dignity
- Promotion of human rights and recognition of diversity
- Experience of individual and social justice
- Exercise of responsible freedom of thinking and acting
- Fulfilment of rules and agreements for common welfare
- Progressive consolidation of autonomy and self-control
- Acceptance of responsibility for our own actions
- Willingness to dialogue at times of moral dilemma and uncertainty
- Pacific resolution of conflicts
- Respect for authorities and individuals in general
- Positive and solidary interpersonal relationships



- Development of socio-emotional skills such as empathy, seeing things in perspective, cooperation, emotional awareness, etc.
- Efficient organisation and management of time and tasks
- Ethical use of information and communication technologies

Article 45. Regulatory measures for behaviour

A regulatory measure is an action that aims to strengthen discipline in students. No regulatory measure for behaviour adopted by Newton College interrupts access to education.

Regulatory measures meet the following criteria:

- Clear and timely
- Education-oriented
- Pertinent for the age and development stage
- Respectful of physical integrity and dignity of individuals
- Proportional to the offence
- Adapted to conditions and needs of the students
- Respectful of human rights
- Consistent, equitable and impartial

It is forbidden for regulatory measures to be acts of violence, cruel, inhuman or degrading treatment, including physical and humiliating acts, as well as any other sanction that may risk the health and integral development of students.

The following are considered regulatory measures in Newton College:

- (a) Corrective measures:** Formal callings to good judgement in connection with discipline expectations held by the School according to its educational standards. Corrective measures are consequence, demerit, behaviour report, warning letter and concern letter.
- (b) Formative measures:** Strategies that aim to motivate students to take responsibility for the consequences of their acts, understand the causes of their behaviour, change it, repair the damage made and restore affected relationships. Due to their pedagogical nature, formative measures are developed by teachers as part of their educational role. For that purpose, they may be accompanied and supported by the Student Engagement Department.
- (c) Recognitions:** Incentives awarded to students who have outstandingly shown one or more characteristics of the student profile expected by the School, or that have contributed to improve the school, local and/or global environment. Recognitions are profile points, merits, recognition letter and excellence letter.

Article 46. Scale of student behaviour

Newton College applies a four-scale system to determine the discipline development level of the students.

These scales have the following characteristics and implications:



<p>Excelling Students in this scale embody the institutional values of the School, actively contributing to the school, local and/or global community. Furthermore, they take concrete action to improve society and the environment.</p>	
Students may	<ul style="list-style-type: none"> - Represent Newton College in sports, cultural and academic events, among others. - Participate in study trips. - Receive the Headmaster's Awards. - Be part of the Student Government.
<p>Achieving Students in this scale show institutional values of the School, involving themselves with the school, local and/or global community. This scale comprises all students at the beginning of the year, with the exceptions set forth in these Internal Regulations.</p>	
Students may	<ul style="list-style-type: none"> - Represent Newton College in sports, cultural and academic events, among others. - Participate in study trips. - Receive awards. - Be part of the Student Government.
<p>Developing Students in this scale are in the process of fulfilling the coexistence rules of the School. Accompaniment for a reasonable period of time is required.</p>	
Students may	<ul style="list-style-type: none"> - Participate in extracurricular activities and training, but they may not represent the School in official events.
Students must	<ul style="list-style-type: none"> - Receive an individualised intervention based on the analysis of needs carried out by the Student Engagement Department. - Desist from participating in study trips. - Desist from being part of the Student Government. - Fulfil formative measures taken by the School.
<p>Beginning Students in this scale show minimum progress in the fulfilment of coexistence rules of the School. Generally, they evidence disciplinary difficulties; therefore, they need more extended accompaniment and intervention. If students finish the school year in this scale, their parents and/or guardians must sign the enrolment renewal agreement with Newton College.</p>	
Students must	<ul style="list-style-type: none"> - Desist from representing the School in official events. - Desist from being part of the Student Government. - Receive an individualised intervention based on the analysis of needs carried out by the Student Engagement Department. - Fulfil the formative measures taken by the School. - Show significant improvement in their behaviour within the timeframe determined by the Disciplinary Council, in order for it to assess their return to the "Developing" scale. - Fulfil other actions determined by the Disciplinary Council.
Parents and/or guardians must	<ul style="list-style-type: none"> - Commit to fulfil the requirements of the School and the recommendations of external specialists. - Present assessments required by Newton College within the agreed timeframe.



Students start the year in the “Achieving” scale, except for those who have finished the previous year in the “Beginning” scale.

The position of students in each scale is determined by weighting:

- The amount and seriousness of the offences committed during the school year
- The number and value of their outstanding actions recognized during that same year

Each of these events, offences as well as outstanding actions, are reported in the Disciplinary Record of the Student, which is a digital platform of Newton College designed for such purpose.

Each offence reported in the Disciplinary Record of the Student includes:

- A corrective measure with a determined weight (minor, moderate or high).
- One or more formative measures. Some of these formative measures must be approved by the Disciplinary Council and by the parents and/or guardians of the student.

Regarding corrective measures, teachers and authorities of Newton College may apply consequences and demerits. Heads and Deputy Heads of Level are the only ones who may apply behaviour reports, and the Disciplinary Council is the sole responsible for applying the warning letter and concern letter.

Formative measures are always led by a teacher and, if needed, accompanied by a professional in psychology from the Student Engagement Department.

Each outstanding action reported in the Disciplinary Record of the Student includes a recognition.

Regarding recognition, teachers and authorities may apply profile points and merits. Heads and Deputy Heads of Level are the only ones that may apply the recognition letter, and the Headmaster and National Director are the only ones who may apply the excellence letter.

The Student Engagement Department is responsible for determining interventions to be carried out with students in the “Beginning” and “Developing” scales. It additionally requests parents and/or guardians the assessments and assistance the student must follow externally, establishing time frames.

Students in the “Developing” scale may return to the “Achieving” scale by obtaining recognition for their outstanding actions.

Students in the “Beginning” scale may only return to the “Developing” scale by express decision of the Disciplinary Council. For such purpose, they must show significant improvement in their behaviour within the timeframe determined by the School.

Students who finish the year in the “Beginning” scale start the next school year in the same scale, after their parents and/or guardians sign an enrolment renewal agreement.

The Disciplinary Council is responsible for determining actions to be taken with students who frequently go from the “Achieving” to the “Developing” scale, and vice versa.



Article 47. Disciplinary Council of Newton College

The Disciplinary Council of Newton College is the authority that deliberates and decides on measures and procedures to be adopted in situations that involve strengthening the discipline of students.

Decisions of the Disciplinary Council are made in a collegial meeting with the express approval of all members, which must be recorded in minutes.

For any other action that does not involve decision-making, the Disciplinary Council may gather by initiative of any of its members, as long as a minimum quorum of three is met. These actions need not be recorded in minutes.

Listed below, members of the Disciplinary Council:

- National Director, who leads
- Head of Early Years
- Head of Lower School
- Head of Upper School

The roles of the Disciplinary Council are as follows:

- To monitor and assess the proper implementation of the disciplinary system of Newton College, as established in these Regulations.
- To stipulate the application of those formative measures that require its approval, at its discretion or upon request of teachers or authorities of the School.
- To issue the warning letter and the concern letter for the corresponding offences, determining formative measures and other actions to be taken with the student.
- To solve the reconsiderations filed by parents and/or guardians of the students as a response to the corresponding corrective measures.
- To determine the timeframe students in the “Beginning” scale have to show significant improvement in their behaviour in order to consider their return to the “Developing” scale.
- To decide on the return of a student from the “Beginning” scale to the “Developing” scale.
- To stipulate actions to be taken with those students who frequently go from the “Achieving” scale to the “Developing” scale, and vice versa.



Article 48. Offences

Offences that can be committed by a student are organised in three levels of seriousness, according to their characteristics.

Offences and seriousness levels are as follows:

Level 1

- Failure to complete the assigned work for no valid reason.
- To waste one's own or others' time during class.
- To disobey indications.
- To break the class coexistence rules.
- To bring unauthorised items to the School (non-harmful or non-threatening objects).
- To use digital appliances without authorisation.
- To use appliances other than their own or designated one.
- To frequently forget materials, physical education uniforms, instruments, etc.
- To leave an instrument unattended
- Use of inappropriate language.
- To lie or cheat.
- To affect the property or materials of the School (mild or repairable damage).
- To hide the belongings of any member of the community.
- To reply or express in an impolite manner.
- To leave the locker unlocked.
- To leave personal or common areas dirty or messy.
- To leave personal belongings out of their assigned storage place.
- To arrive late to class.
- Not using the uniform properly, or using garments that are not part of the uniform.
- Inadequate personal presentation.
- To dirty the areas of the School.
- Inappropriate or untimely displays of affection.
- Remain in the School campus without authorisation.

Level 2

- Verbal abuse or physical abuse without injuries.
- To disrespect any member of the school community verbally or with a gesture.
- To impersonate the identity of another student.
- To use artificial intelligence to steal someone's voice or image.
- Inadequate use of artificial intelligence in class work.
- Truancy or to leave the School without permission.
- To make detrimental use of technology against oneself or others.
- To connect appliances to a WiFi network other than the official School network while in campus.
- To bring unauthorised technological devices to School.
- To intimidate or threaten a classmate.
- To take or use belongings without authorisation.
- To show affection in a sexual manner.
- Massive delivery of digital communications with no educational purpose (spamming).
- To post videos or pictures on social media using the school uniform, or being inside the school campus, without authorisation.
- Offensive use of digital media.
- To plagiarise during classes or in homework.
- To participate in plagiarism during an exam or other assessment activity.



- To take pictures and record videos of classes and publish them without permission.
- To take pictures or record videos of other students and post them in social media or others.
- To be constantly and secretly late (parents and/or guardians being unaware of it).
- To be absent from School without permission of parents and/or guardians.
- To make threats about harming other students, teachers or staff of Newton College.
- To carry and/or consume cigarettes, vapes or alcohol.
- To damage the School property or materials (moderate and/or irreparable damage).
- To use or promote bets or gambling games.

Level 3

- Severe disrespect of any member of the school community.
- To create offensive and/or mocking images of other classmates, school staff or any person in general.
- Inadequate use of artificial intelligence in exams or final projects.
- To hack or steal, and/or to use authentication data of someone else's account.
- To destroy valuable assets of the School
- Bullying.
- Physical violence.
- Sexual violence.
- Inappropriate touching.
- Consensual sexual interaction.
- Signature or document forgery.
- Unauthorised access and/or distribution of confidential, reserved or private information.
- To vulnerate and/or alter the information technology systems of the School.
- To steal, share and/or the inadequate use of internal information of the School (policies, lists, personal information, etc.).
- To use hacking equipment or software.
- Denial of service attacks (any attempt to attack the School's network or others).
- Theft of valuable assets.
- To bring dangerous objects or substances to School (sexually explicit material, flammable material, sharp objects, toxic and/or poisonous substances).
- To involve in acts with risk of death.
- Behaviour with criminal tendencies inside and outside of Newton College.
- Public obscenity or indecent exposure.
- Possession, use or commercialisation of drugs, alcohol or other controlled substances.
- Possession, use or threat of using or exhibiting weapons.
- Bad behaviour outside of the School: moderate physical violence, sexual violence, vandalism.

The School may determine other offences not set forth in these Regulation, as long as the Disciplinary Council approves so.

The following are aggravating circumstances:

- To commit the offence despite the existence of previous commitments with the School and on-going psycho-pedagogical interventions for behaviour improvement.
- To have acted willingly (premeditation).
- To have induced others to participate in or to commit the offence.
- To have taken advantage of a superior condition whether physical, moral, cognitive or others.
- Disability or defencelessness condition of the affected party.
- To have hidden, distorted or omitted information before and during the inquiry of the offence.
- To have blamed others for their own offence.



- To have committed the offence hiding their identity.
- To have committed the offence jointly with other students.
- Other actions in connection with the type of offence.

The following are mitigating circumstances:

- To immediately recognise the offence committed and accept the formative measures, as well as other actions decided by Newton College.
- To manifest remorse for the offence committed.
- Physical, social and/or emotional immaturity of the student responsible for the offence.
- Presence of some personal condition or variable, whether physical, emotional and/or cognitive that would inhibit good judgement of the student.
- To act as a response to a provocation from others.
- To act under coercion or manipulation from others.
- To have carried out, on own accord, actions to repair the consequences of the offence.
- Other actions in connection with the type of offence.

Article 49. Corrective Measures

Corrective measures are formal callings to good judgement in connection with discipline expectations held by the School according to its educational standards.

All corrective measures must be accompanied by one or more formative measures.

Corrective measures are consequence, demerit, behaviour report, warning letter and concern letter.

Article 50. Consequence

Corrective measure for Level 1 offences. It is a call to action for disruptive situations during a learning activity or within areas of Newton College.

This measure is applied by teachers or authorities who witness a Level 1 offence, or who receive a report, after they verify the event. Verification is carried out by the teacher or authority who received the report.

Consequences may be minor, moderate or severe according to the offence and consideration of the person who applies them.

Information about the consequence is emailed to parents and/or guardians to addresses registered at the Intranet of the School. Whereby, they are considered as duly informed.

Consequences are unappealable.

Article 51. Demerit

Corrective measure for Level 2 offences. It is a correction for a severe offence during a learning activity or within areas of Newton College.



This measure is applied by teachers or authorities who witness a Level 2 offence, or who receive a report, after they verify the event. Verification is carried out by the teacher or authority who received the report. For such purpose, they may rely on the Student Engagement Department.

Demerits may be minor, moderate or severe according to the offence and consideration of the person who applies them.

Information about the demerit is emailed to parents and/or guardians to addresses registered at the Intranet of the School. Whereby, they are considered as duly informed.

Demerits are unappealable.

Article 52. Behaviour Report

Communication from the Head and Deputy Head of Level to parents and/or guardians when a student has committed one or more Level 2 offences.

The report must inform about the events, actions taken, formative measures taken and other actions recommended to improve the behaviour of the student. The Head of Level may request support from the Student Engagement Department to gather information and research the facts.

The decision to apply this corrective measure is exclusively made by the Head of Level, subject to their own consideration.

The behaviour report is emailed to parents and/or guardians to addresses registered at the Intranet of the School. Whereby, they are considered as duly informed.

Parents and/or guardians of the student may request for reconsideration of the Disciplinary Council within the first three business days since the corrective measure was notified.

If such reconsideration from the parents and/or guardians is accepted, the Disciplinary Council recommends alternative regulatory measures to the Head of Level.

If such reconsideration from the parents and/or guardians is not accepted, formative measures and other actions set forth in the behaviour report are carried out.

Failure of the student or parents and/or guardians to fulfil the actions set forth in the behaviour report, or to meet the timeframes established in it, are considered as Level 3 offences. The corresponding corrective measures shall be applied, with no right to any reconsideration.

Article 53. Concern Letter

Communication from the Disciplinary Council to parents and/or guardians when the student has committed a Level 3 offence.

The concern letter is a written reminder, both to students and parents and/or guardians, of the discipline expectations held by Newton College according to its educational standards. Furthermore, it specifies behaviours and actions expected from them in the future in order to maintain a positive school coexistence for all the school community. The application of this corrective measure automatically places the student in the Process scale of the disciplinary system. If the student is already in the Process scale, it places them in the Beginning scale.



The decision to apply this corrective measure is exclusively made by the Disciplinary Council, subject to its own consideration.

The Disciplinary Council requests support from the Student Engagement Department to gather information and research the facts.

The concern letter is emailed to parents and/or guardians to addresses registered at the Intranet of the School. Whereby, they are considered as duly informed. Additionally, parents and/or guardians are called to an in-person meeting with the Disciplinary Council to be informed of this measure.

Parents and/or guardians of the student may request for reconsideration of the Disciplinary Council within the first three business days since the corrective measure was notified.

If such reconsideration from the parents and/or guardians is accepted, the Disciplinary Council recommends alternative regulatory measures.

If such reconsideration from the parents and/or guardians is not accepted, formative measures and other actions set forth in the concern letter are carried out.

Failure of the student or parents and/or guardians to fulfil the decisions made by the Disciplinary Council, or to meet the timeframes established by it, are considered as Level 3 offences. The corresponding corrective measure shall be applied, with no right to any reconsideration.

Article 54. Warning Letter

Communication from the Disciplinary Council to parents and/or guardians when the student has committed a Level 3 offence.

The warning letter aims to encourage students and parents and/or guardians to commit with an essential improvement of behaviour within a timeframe established by the Disciplinary Council. Furthermore, it specifies the requirements that the student and their parents and/or guardians must fulfil to improve School coexistence. The application of this corrective measure automatically places the student in the Beginning scale of the disciplinary system.

The decision to apply this corrective measure is exclusively made by the Disciplinary Council, subject to its own consideration.

The Disciplinary Council requests support from the Student Engagement Department to gather information and research the facts.

The warning letter is emailed to parents and/or guardians to addresses registered at the Intranet of the School. Whereby, they are considered as duly informed. Additionally, parents and/or guardians are called to an in-person meeting with the Disciplinary Council to be informed of this measure.

Parents and/or guardians of the student may request for reconsideration of the Disciplinary Council within the first three business days since the corrective measure was notified.

If such reconsideration from the parents and/or guardians is accepted, the Disciplinary Council recommends alternative regulatory measures.



If such reconsideration from the parents and/or guardians is not accepted, formative measures and other actions set forth in the warning letter are carried out.

If a new offence of any level is committed, or if the student or parents and/or guardians fail to fulfil the decisions made by the Disciplinary Council, or to meet the timeframes established by it, the School shall report such fact to DEMUNA (Municipal Department of Protection of Children and Adolescents), the Public Ministry or the National Police Department of Peru, according to Article 18° of the Code of Children and Adolescents. Additionally, the procedure for enrolment renewal agreement is activated.

Article 55. Formative Measures

Formative measures are strategies that aim to motivate students to take responsibility for the consequences of their acts, understand the causes of their behaviour, change it, repair the damage made and restore affected relationships.

Formative measures are applied as a complement to corrective measures.

Due to their pedagogical nature, formative measures are developed by teachers as part of their educational role, with exceptions set forth in these Regulations. For that purpose, they may be accompanied and supported by the Student Engagement Department.

Formative measures are as follows:

- (a) Formative personal dialogue:** Individual conversation with the student about the offence committed, in order to reflect on it and provide guidance for a change in the behaviour of the student.
- (b) Thoughtful group dialogue:** Collective conversation with a group of students involved in an offence, in order to reflect on the event and agree upon concrete improvements in their behaviour or in their ways of relating with each other.
- (c) Communication to parents and/or guardians:** Written communication from the teacher or authority to the parents and/or guardians of the student informing about the offence committed and the measures taken by Newton College. Furthermore, recommendations and guidelines are provided to motivate reflection of the student. This communication is emailed to the addresses registered at the Intranet of the School.
- (d) Interview with parents and/or guardians:** Meeting requested by the teacher or authority to address in detail the offence committed by the student. Agreements must be recorded in writing and signed in acceptance by all participants. These meetings will be carried out virtually only if sanitary conditions do not allow for an in-person meeting at the School.
- (e) Commitment letter:** Document by which the students and their parents and/or guardians sign a formal commitment, focused on the improvement of behaviour, with concrete objectives and expectations determined by Newton College. The letter establishes as well the timeframe within which the disciplinary situation of the student shall be reassessed in order to verify whether it improved or not. Refusal from the student and parents and/or guardians to sign the letter is considered a Level 3 offence. In light of that, the corresponding corrective measure is applied, with no right to reconsideration of any kind.



- (f) Private apology:** Private apology from the student to those affected by the offence committed. The apology may be oral, written or read aloud, whichever allows students to express themselves better and in a safe, supportive environment, rather than with guilt. This action is to be carried out before a teacher or authority of the School.
- (g) Reparation proposal:** Set of actions suggested by students to repair the consequences of their offence. Actions may include organisation and cleaning activities, community service or pedagogical service, always for the benefit of the school community. Actions are programmed and must be carried out within a specific timeframe. Reparation proposal must be accepted by the teacher and approved by the parents and/or guardians of the student.
- (h) Check in / check out:** Follow-up strategy by which the teacher and student work together to strengthen the discipline. At the beginning of every school day, students register their daily behaviour goals in a follow-up sheet and receive feedback from teachers. At the end of the school day, students take the follow-up sheet home for their parents and/or guardians to sign it.
- (i) Individual educational guidance:** Individualised accompaniment by a teacher assigned to the student for an undetermined period of time. It aims to support students to improve their behaviour, attitudes or other particular needs. This measure must be approved by the parents and/or guardians of the student.
- (j) Deletion of material:** The destruction of any physical or digital material that may be detrimental to any member of the school community. If the student is the author of the physical or digital material, thorough review and total deletion is the responsibility and obligation of the parents and/or guardians.
- (k) Material reparation:** Reparation of assets or property damaged by the student.
- (l) Material compensation or restitution:** Replacement made by the parents and/or guardians of the assets that the student may have damaged, lost or taken from others. If access to the damaged asset is not possible, the corresponding person must be compensated with the monetary value of the asset. The application of this measure must be approved by the Disciplinary Council.
- (m) Public reparation letter:** Letter written by students explaining the actions they are responsible for, asking for an apology, refuting what they made public and was not true, or clarifying any other fact that the teacher or authority considers necessary based on the offence committed. This measure is mainly applied when the name or image of a member of the school community has been publicly affected. The letter is of public knowledge and it is spread through the communication channels the School deems pertinent. The application of this measure must be approved by the Disciplinary Council and the parents and/or guardians of the student.
- (n) Cross-age peer tutoring:** Strategy by which older students support and serve as behaviour role models to younger students. This tutoring focuses on passing on patterns of action, adjustment of attitudes and feedback from the older to the younger student. At all times, the tutor student relies on the support and supervision of the teacher and the Department of Student Engagement. The application of this measure must be approved by the Disciplinary Council and the parents and/or tutor of the student.
- (o) Therapeutic caregiver:** Qualified external specialist who, for security reasons or by medical or psychological recommendation, accompanies the student throughout the



school day. The caregiver is hired and paid by the parents and/or tutor of the student, who shall assume all financial costs in connection with the service, and must prove the aptitude of the caregiver to work at the facilities of Newton College by presenting documents as required. The conditions, role and responsibility of the therapeutic caregiver are established by the Head of Level based on objectives to work with the student and are emailed to parents and/or guardians to addresses registered at the Intranet of the School. Whereby, they are considered as duly informed. The application of this measure must be approved by the Disciplinary Council and the parents and/or guardians of the student.

- (p) Significant improvement agreement:** Document by which the parents and/or guardians of the student formally commit to obtain specific and specialised support from external professionals to improve the behaviour of the student, with concrete objectives and expectations determined by the School. The agreement as well establishes the timeframe within which the disciplinary situation of the student shall be reassessed in order to verify whether it improved or not. The application of this measure must be approved by the Disciplinary Council. Refusal from the parents and/or guardians to sign the agreement is considered a Level 3 offence. In light of that, the corresponding corrective measure is applied, with no right to reconsideration of any kind.
- (q) Temporary distance among students:** Period established in order for two or more students to remain distant from each other or without directly relating with each other, in order to protect their physical and emotional integrity. They could be prevented from participating in the same learning, extracurricular and sports activities, among others. The School must determine an alternative activity for distant students. The application of this measure must be approved by the Disciplinary Council.
- (r) Separation from group activities:** Period in which one or more students who have severely affected their peers are separated from group school activities. The School must determine an alternative activity for separated students. The application of this measure must be approved by the Disciplinary Council.
- (s) School day adjustment:** Adaptation of the arrival and departure hours to and from Newton College, reducing the duration time of the school day. The application of this measure must be approved by the Disciplinary Council and the parents and/or guardians of the student.
- (t) Reflection time:** Determined period established for students to reflect on their behaviour in a physical space inside the School, different to those they usually visit as part of their school day. During this period, students carry out activities to strengthen discipline and critical analysis of their decision-making processes. The application of this measure must be approved by the Disciplinary Council and rely on the constant accompaniment of the Student Engagement Department.
- (u) After-school reflection time:** Determined period established for students to reflect on their behaviour after school. During this period, students carry out activities to strengthen discipline and critical analysis of their decision-making processes. The application of this measure must be approved by the Disciplinary Council and rely on the constant accompaniment of the Student Engagement Department. This measure will take place three times in a month, on days selected by the student.



Newton College may decide on the application of formative measures not set forth in these Regulations, provided the approval of the Disciplinary Council and of the parents and/or guardians of the student.

Article 56. Recognitions

Incentives awarded to students who, with prominent actions, outstandingly show one or more characteristics of the student profile expected by the School or they contribute to improve the school, local and/or global environment.

Recognitions issued by Newton College are profile points, merits, recognition letter and excellence letter.

Article 57. Profile points

Recognition awarded by teachers for a prominent action through which the student shows a characteristic of the profile within a quotidian context.

Information about the recognition is emailed to parents and/or guardians to addresses registered at the Intranet of the School. Whereby, they are considered as duly informed.

Article 58. Merit

Recognition awarded by teachers for a prominent action through which the student shows several characteristics of the profile within a quotidian context.

Information about the recognition is emailed to parents and/or guardians to addresses registered at the Intranet of the School. Whereby, they are considered as duly informed.

Article 59. Recognition letter

Recognition awarded by the Head of Level for a prominent action of a student that contributes to improve the school, local and/or global environment.

A copy of the letter is emailed to parents and/or guardians to addresses registered at the Intranet of the School. Whereby, they are considered as duly informed.

Article 60. Excellence letter

Recognition awarded by the Headmaster and the National Director for a prominent action of a student that has a great impact on the school, local and/or global context.

A request is emailed to parents and/or guardians to addresses registered at the Intranet of the School in order to meet with the authorities of Newton College and receive the recognition.

Article 61. Inquiry procedure of alleged offences

The inquiry procedure is the verification of the occurrence of an alleged offence based on gathering information with involved parties and other pertinent actors considered.

The inquiry procedure only activates for those cases in which no member of the staff of Newton College witnesses the alleged offence. Nevertheless, when a member of the staff witnesses the



offence committed by a student, the School may carry out the actions deemed pertinent to gather further information about the event.

Those responsible for the inquiry procedure act under the presumption of innocence before who, allegedly, committed the offence. Furthermore, they shall guarantee the dignity and honour of all parties are respected, taking precautions in connection with the corresponding privacy and/or confidentiality degree.

The inquiry procedure is impartial and gathers different versions about the event. For such purpose, group meetings or individual interviews may be conducted with students as well as with other members of the school community. Additionally, other clarifying elements, such as audio-visual records, pictures, documents, screenshots, audios, among other digital or physical files are gathered in connection with the event.

Interviews and meetings with students are conducted in the presence of, at least, two adults and informed by email to parents and/or guardians to addresses registered at the Intranet of the School. Whereby, they are considered as duly informed.

Listed below are those authorised to inquiry about possible offences committed by the students:

- For Level 1 alleged offences, teachers who witness them or receive the report of the event.
- For Level 2 alleged offences, teachers, Heads and Deputy Heads of Level who witness them or receive the report of the event, together with the accompaniment and support of the Student Engagement Department. Such cases require a team of no less than three individuals.
- For alleged Level 3 offences, the Student Engagement Department under the supervision of the Disciplinary Council. Such cases require a team of no less than three individuals.

Once the inquiry procedure is completed, if the offence is Level 1 or Level 2, the corresponding regulatory measures are applied. In those cases where the offence is Level 3, those in charge of the inquiry submit a report with the conclusions and the documentation gathered to the Disciplinary Council.

The inquiry period is ten business days, as from the next business day after the alleged offence has been committed. With the corresponding basis, said period is extendable for up to five business days.

In accordance with Article 14 of the Law that promotes coexistence without violence in educational institutions, incorporated by Law No. 31902, the director of the educational institution resorts to technological tools to reinforce the security of the school environment, so as to prevent and combat school bullying. For such a purpose, the director is authorised, in coordination with the Parent-Teacher Association (PTA), to undertake efforts to install video surveillance in common areas and in the educational institution environment, safeguarding the intimacy of people. For this purpose, they may enter into agreements with public and private sector entities.



Article 62. Procedure for the reconsideration of corrective measures

The parents and/or guardians of the student that receives the behaviour report, concern letter or warning letter as a corrective measure may request for reconsideration of the Disciplinary Council within the first three business days since the corrective measure was notified.

Those situations where students and their parents and/or guardians consider that the corrective measure applied is not proportionate to the offence committed or that the student has not committed the offence attributed, are grounds for reconsideration.

Reconsideration is requested to the School through a letter signed by the parents and/or guardians, explaining the reasons for the request as detailed as possible and attaching all supporting information.

Requests for reconsideration are dealt with consecutively as per presentation date. The Disciplinary Council has a period of up to twenty (20) business days to solve a request for reconsideration, as from the next business day after it is filed by the parents and/or guardians, without considering vacation periods between terms.

The Disciplinary Council analyses the information provided and compares it to information obtained through inquiries made by the School, as well as to criteria supporting the corrective measure. Furthermore, it must arrange an in-person appointment with the parents and/or guardians in order to listen to the arguments and evidence that support their request.

The reconsideration procedure considers the following mitigating circumstances:

- To immediately recognise the offence committed and accept the formative measures, as well as other actions decided by Newton College.
- To manifest remorse for the offence committed.
- Physical, social and/or emotional immaturity of the student responsible for the offence.
- Presence of some personal condition or variable, whether physical, emotional and/or cognitive that would inhibit good judgement of the student.
- To act as a response to a provocation from others.
- To act under coercion or manipulation from others.
- To have carried out, on own accord, actions to repair the consequences of the offence.
- Other actions in connection with the type of offence.

The procedure of reconsideration considers the following aggravating circumstances:

- To commit the offence despite the existence of previous commitments with the School and on-going psycho-pedagogical interventions for behaviour improvement.
- To have acted willingly (premeditation).
- To have induced others to participate in or to commit the offence.
- To have taken advantage of a superior condition whether physical, moral, cognitive or others.
- Disability or defencelessness condition of the affected party.
- To have hidden, distorted or omitted information before and during the inquiry of the offence.
- To have blamed others for their own offence.



- To have committed the offence hiding their identity.
- To have committed the offence jointly with other students.
- Other actions in connection with the type of offence.

Upon completion of the reconsideration analysis, the Disciplinary Council submits a report to the National Director supporting its decision and recommending actions to be followed with the student. The decision of the Disciplinary Council is authorised by directorate resolution.

The authorising directorate resolution is emailed to parents and/or guardians to addresses registered at the Intranet of the School no later than three business days after its issuance. Whereby, they are considered as duly informed.

If the reconsideration is accepted, the Disciplinary Council establishes alternative regulatory measures. If the reconsideration is not accepted, the Disciplinary Council decides on the formative measures and other actions to be taken with the student. In both cases, measures are informed to the parents and/or guardians in an in-person meeting.

The decision of the Disciplinary Council authorised by directorate resolution is unappealable. Refusal from the student or parents and/or guardians to fulfil this decision is considered as a Level 3 offence. The corresponding corrective measure shall be applied, with no right to any reconsideration.

VI. AWARDS

Article 63. Awards granted by Newton College

These are public congratulations to outstanding performance of students in several areas. For that purpose, a diploma is conferred in an award ceremony organised per grade or level, in Community Meetings or assemblies, which may be every term or semester. The parents and/or guardians of the awarded students are invited to said ceremonies.

Article 64. Headmaster's Awards

This award recognises the effort and the contribution of the students who continuously show and embody the values and profile of a Newton College student, contributing to the school, local and/or global community.

The Head of Level nominates candidates who may receive the Headmaster's Awards, considering the impact that their actions have had in the school, local and/or global community. In order to be nominated, students must be placed in the "Excelling" scale of behaviour.

The Head of Level communicates the nominations to the Headmaster, providing details of the outstanding actions of each of the students.

The Headmaster assesses nominations and decides who are the students that will receive the awards. The names of awarded students are registered in the book of awards of the School.

Article 65. Other awards

Tutors and mentors nominate the candidates who may receive one of the awards, considering the outstanding actions of their students inside and outside of the School throughout the term.



Tutors and mentors communicate the nominations to the Head of Level, providing details of the outstanding actions of the student and the corresponding award for each of them.

The Head of Level assesses nominations and decides who are the students that will receive each of the awards. The names of awarded students are registered in the book of awards of the School.

Listed below, awards conferred by Newton College:

(a) Mother Nature's Award

Conferred to the students who carry out one or more outstanding actions that contribute to the environment.

(b) Arts Award

Conferred to students who have an outstanding presentation in a cultural event (music, art, dance, literature) inside or outside of the School.

(c) All Rounder in Sports

Conferred to students who show great commitment and responsibility in one or more sports disciplines, standing out for being good and solidary mates with their team. This award is conferred both to students who represent Newton College and to those who stand out in sports events external to the School.

(d) Social Action Award

Conferred to students who outstandingly contribute to a solidarity project for vulnerable people or populations, or with needs of different nature.

VII. RIGHTS AND RESPONSIBILITIES OF THE SCHOOL COMMUNITY

Article 66. Rights and responsibilities of students

Listed below are the rights of the students of Newton College:

- To receive a well-rounded education according to the Institutional Educational Project, aligned to the General Law of Education and its Regulations, as well as to the Code of Children and Adolescents and its amendments.
- To be treated with equity, without discrimination and with justice, respect of their dignity and physical integrity as individuals. In the same line, they must not receive physical or psychological mistreatment.
- To express freely about matters that affect them, considering their opinions according to their age and maturity. This freedom of expression implies the freedom to look for, receive and communicate information and ideas of any kind, whether orally and/or in writing, in an artistic or by any other chosen medium, as long as it does not affect the rights and the reputation of the members of Newton College school community, the health, the moral and the public order, as well as personal and collective security.
- To have freedom of thought and religion.
- To promote organisations that represent them and to express their requests before their representatives: class delegates and Educational Council.
- To demand respect for their personalities, honour, reputation, physical integrity, private life, family, mailing and goods.



- To rest, to amusement, games, recreational activities appropriate for their age and to participate in the cultural life of the School.
- To be evaluated with fairness and encouraged or corrected fraternally as needed.
- To be protected by security measures and to be assisted timely in the event of an accident or physical discomfort with first aids and, if needed, to be derived to a specialist.
- To participate in educational activities, including physical activities programmed by the School, in order to contribute to a healthy lifestyle.
- To be assisted in their claims and requests, respecting the internal organisation of Newton College.
- To be presumed as innocent, until proven otherwise, in the event of alleged infraction of the rules of the School. To be informed timely and directly about the offences attributed to them, in order for them to defend themselves and appeal as quickly as possible in an appropriate way. To be assisted by the National Director in the event of feeling that the corresponding authorities have not been fair.
- To assess with justice and responsibility the different educational sectors and actions of the School.
- To participate in the system of recognitions and awards, both for their academic performance and for their exemplary behaviour and highly significant actions, or actions that enhance the image of Newton College.
- To receive guidance and information timely in matters that form their personality, and that encourage their advantage and qualification.
- To express their opinion, needs and suggestions in connection with topics relevant for their learning, such as school coexistence, teaching-learning processes, school academic path, among others.
- To be informed about matters relevant to their day-to-day life such as environmental health, integral health and any others linked to their daily life.
- To receive tutoring assistance or service, pedagogical and physical advisory, welfare, sports and recreation programmes, and other complementary activities.

Listed below are the responsibilities of students of Newton College:

- To defend, promote and respect the rights of all members of the School.
- To make an effort to become quality students and to approach the ideal student profile of Newton College.
- To attend educational activities on time, wearing the proper uniform and properly clean.
- To take care of their hygiene and personal presentation according to the School standards, as well as to participate in physical activities encouraged by the School.
- To act with courtesy, good manners and respect, avoiding the use of rude and aggressive language.
- To solve conflicts through dialogue.
- To safeguard common welfare.
- To be responsible for their actions and commitments assumed.
- To respect the uniform and all symbols that identify Newton College.
- To remain at School during school hours and to leave by the end of it. Only those Students who have an academic, sports, artistic, pastoral or other type of activity



scheduled by the School may remain after school hours, with the corresponding authorisation from their parents and/or guardians. For no reason may Students stay at School without the company of a teacher and/or responsible adult.

- To take care of the infrastructure and assets of the School, repairing or replacing any goods they damage or destroy.
- To achieve and optimal academic performance through effort and capacity, never using plagiarising or improvising.
- To develop study habits described in the IB student profile and in the graduate profile of Newton College. The ultimate goal is for students to become successful life-long learners.
- To avoid performing acts against dignity, honesty, moral, pacific coexistence and the rights of others.
- To act with dignity, enthusiasm, initiative, dedication and effort inside and outside of the School.
- To attend classes with all supplies required for the teaching-learning process of that day, and to comply with projects and assignments.
- To participate and mandatorily attend to all the activities programmed by the School.
- To participate in drills to prevent risks that may occur due to natural phenomena.

Article 67. Rights and responsibilities of Newton College staff

These terms are defined and fully developed in the Internal Labour Regulations (ILR) of Newton College.

VIII. ADMINISTRATIVE RESPONSIBILITIES

Article 68. Admissions Policy

Newton College promotes an international mindset and intercultural understanding. Therefore, it receives applicants from all nationalities and beliefs, who may benefit from its mixed and bilingual educational programme.

Families who apply for a vacancy are expected to understand and identify with the mission and the values of the School.

Article 69. Criteria for prioritising vacancies

Vacancies are granted under the following prioritisation criteria:

- Applicants with brothers or sisters in the Schools
- Applicants who are children of Newton College staff
- Applicants who have close relatives in Newton College
- Applicants who are children of graduates
- Gender equity to maintain balance in classrooms
- Geographical proximity to the home of the applicant
- Applicants with no relation with Newton College

The School decides the weight of each prioritisation criterion according to the needs identified for classroom distribution.



Article 70. Application procedure

Information about the admission procedure may be requested:

- By phone or email.
- In-person or remote appointment with the Parent Liaison Coordinator.

The application process consists of the following stages:

- (a) Completing the Application Form through Intranet.
- (b) Submitting all the documents required for the application of the student:
 - Birth certificate, National identity card, passport or alien card
 - National identity card, passport or alien card of both parents
 - Certificate of no debt with the previous educational institution (national transfers)
 - Report card of the two previous years (national transfers starting in 2nd Grade)
 - Proof of household income
- (c) Communication, English and Mathematics evaluations; and psychological evaluation (starting in 2nd Grade).
- (d) Interview to parents or guardians (for Early Years applicants).

Article 71. Waiting list

In the event of lack of vacancies, those applicants who do not obtain a vacancy will be put on a waiting list. If a vacancy opens, it is granted according to prioritisation criteria.

Article 72. Student placement

According to Ministerial Resolution No. 094-2020-MINEDU, modified by RV No. 048-2024-MINEDU, there are two mechanisms to place a student in the Peruvian educational system:

- (a) **Placement test:** Evaluation used to determine the level of learning achievements of the student in order to place them in a grade. This allows the enrolment of students who did not timely incorporate to the academic system, who interrupted their studies for one academic year or more, who dropped out of school for any situation that prevented them from completing the school year, or who do not have the requirements needed to validate or revalidate courses (which could be the case of some foreign students). This evaluation is applied by Newton College.

In Newton College, the placement test is taken by students who come from abroad with no documents that support their regular basic education (lower and upper school), in accordance with the ages chart as of March 31st. This process must be requested by parents through a letter addressed to the National Director. Students who come from Calendar B schools must start this process before their school year ends.

- (b) **Normative age:** According to Ministerial Resolution No. 447-2020-MINEDU, the normative age is established as reference to determine in which grade must students enrol, considering their chronological age as of 31 March in the year of enrolment (that is to say, until 31 March of the year when classes start).



Early Years	Lower School	Upper School
<ul style="list-style-type: none">- Level 1: 2 years- Level 2: 3 years- Pre-kinder: 4 years- Kinder: 5 years	<ul style="list-style-type: none">- 1st grade: 6 years- 2nd grade: 7 years- 3rd grade: 8 years- 4th grade: 9 years- 5th grade: 10 years	<ul style="list-style-type: none">- 6th grade: 11 years- 1st grade: 12 years- 2nd grade: 13 years- 3rd grade: 14 years- 4th grade: 15 years- 5th grade: 16 years- 6th grade (IB): 17 years

Article 73. Condition of admission

The condition of the admitted student may be:

- (a) Official regular students:** It refers to a student coming from another school, either national or international, who fulfills the requirement of submitting study certificates for all previous academic years corresponding to the grade they are applying for. These certificates must be authenticated and apostilled in the country of origin to be officially registered with the Ministry of Education in Peru. This process ensures that upon completing their education at Newton College, the student will receive official certificates for all years of study in the country.
- (b) Unofficial regular students:** It refers to a student coming from a foreign school following a "Calendar B" schedule, starting classes between August and October, and who does not initially provide authenticated and apostilled study certificates from their country of origin. The non-official student begins classes at the same grade level they completed in their home country. In March of the following year, the student can be officially enrolled in the grade corresponding to their age and will be duly registered with the Ministry of Education in Peru.

Article 74. Enrolment

Students of Newton College are those enrolled in any grade and academic level.

Before the enrolment process, the School provides, in writing, true, sufficient and adequate information about the financial conditions of the service, as well as the information that parents need to be aware of:

- Operating License
- Director's Resolutions of Authorisation
- Registration Circular, tuition fees, and enrolment fees
- Amount and timing of enrolment fee payments
- Required documentation for enrolling new students
- Institutional Curricular Plan
- Academic calendar
- Number of students per classroom
- Class schedule
- Number of vacancies
- Institutional Educational Project



- School Coexistence Policy
- Guide for Parents on How to Act in Cases of School Violence
- Guide for Students on How to Act in Cases of School Violence
- Internal Regulations
- Emergency Communication Plan
- Professional qualifications of the Director, management staff, and teachers
- Data of the promoter and the Director
- Ethical guide for parents, Data Protection Policy
- ARCO Rights
- Authorisation and consent for taking and using photographs, publishing images and videos
- Ethics Committee Regulations
- Statutes of the *Asociación Educativa Williamson del Perú*
- Statutes of the Parent and Teacher Association of Newton College

The process of enrolment and ratification of enrolment are fixed annually and fulfilled according to dispositions timely established and communicated by the National Director. Parents and/or guardians carry out this process at the Intranet of School, undersigning the document of “Private Agreement”, which sets forth information about the educational fee, rights and obligations, the doctrinal framework the education at the School is based on, as well as its purpose and objectives.

The admission of a student to Newton College implies free and responsible choice of the parents and/or guardians to accept that their children receive an education that aims to form well-rounded and successful citizens within the context of the Institutional Educational Project, fulfilling these Internal Regulations and other standards of the School.

Listed below are the requirements for the enrolment of new students:

- To have received the welcome letter signed by the Headmaster and the National Director.
- To have received the acceptance letter signed by the Administration Director.
- To pay the corresponding fees to the bank accounts indicated.
- To present official transcripts if applicants come from other schools.
- If students come from abroad, to present revalidation or validation certificates or the resolution of foreign studies recognition or, at least, a copy of the transcripts duly legalised by the General Consul of Peru in the country of origin.
- To fulfil the dispositions of *Asociación Educativa Williamson del Perú*.

Article 75. Tracking student attendance

The attendance of students is tracked as they scan their QR codes at any of the entrance doors of Newton College. Parents may access this information at Intranet, with the user and password of the family in the profile of each student.

Regular and on time attendance of students is essential to achieve the educational project of Newton College. When students are absent or late to the School or class, not only does their learning suffer greatly, but so does the learning of other students.



Parents and/or guardians must justify absences and tardiness at the Intranet of Newton College.

In the event of unjustified absences to school, the minimum grade will be assigned to all evaluations programmed on such dates.

Article 76. Evaluation

According to Vice-ministerial Resolution No. 094-2020-MINEDU, Newton College has an evaluation approach based on competencies, under the following characteristics:

- Focus is on students, contributing to their security and self-esteem, encouraging the desire to keep learning.
- Evaluation is a permanent and systematic process that gathers and analyses information in order to know and value learning processes and progress levels in the development of competencies. Upon this basis, decisions are timely and pertinent for the continuous improvement of learning and teaching processes.
- The approach used for the evaluation of competencies is always formative, both for the evaluation for learning and the evaluation of learning.
- Evaluation of learning, with a formative approach, gives feedback to students for them to reflect on their learning process, recognise their strengths, difficulties and needs and, as a consequence, manage their learning autonomously.
- Evaluation of learning, with a certifier purpose, determines the level of achievement of students in the competencies up to a specific date.

Article 77. General evaluation practices

Formative evaluation is an integral part of teaching. Practices in connection with formative evaluation include:

- To provide students with frequent descriptive feedback on formative tasks.
- To provide students with feedback which purpose is to improve their performance.
- To provide students with feedback that translates into an incentive to improve.
- Occasionally, to provide levels or qualifications for formative evaluation as a tool for diagnosis and incentive to improve.

Summative evaluations, along with formative evaluations, are the basis to determine achievement levels. Practices in connection with summative evaluation include:

- To gather information about the learning results at the end of a learning period.
- To limit the number of summative tasks within a grading period to no more than four and no less than one.

Practices in connection with determination of individual achievement levels include:

- To relate them with reference criteria standards.
- To determine them using level descriptors specific to the topic.
- To assign levels based on the most consistent performance in connection to the expectations, paying attention to the most recent performance.



- To allow departments to use their best professional judgement in order to determine achievement levels, considering the evidence and, as needed, the circumstances that students face individually.

Attitudes of approaches to learning are assessed and reported separately from the achievement of other learning expectations. Approaches to learning are the basis for the values of the School, the profile of the IB learning community and attitudes of PYP.

Practices in connection with approaches to learning include the incorporation of information related to creativity, teamwork, independence and reflection.

- Independent learner: Well-organised and self-disciplined. Proactively focuses on learning with enthusiasm and perseverance.
- Creative learner: With trust, approaches learning with curiosity and audacity. Shows creativity and innovation in all aspects of learning.
- Collaborative learner: Cooperates in all learning areas, shows tolerance and respect for classmates. Shows empathy and compassion for others.
- Reflective learner: Honestly reflects learning throughout life, with trust and commitments to achieve full potential.

Article 78. Validation of studies

The National Director, according to regulations in force, is authorised to carry out the validation, revalidation or compensation of foreign studies, as long as those requesting it are students of Newton College.

Validation is exempted for students who come from the Andrés Bello Agreement, Peru-Argentina Agreement and Mercosur Agreement, which are automatically validated. The Academic Secretary is responsible for preparing records for the corresponding legalisation.

Article 79. Evaluation scales

Article 79.1. Early Years and Lower School

Newton College	National Scale	Description
EXCELLING	AD	Outstanding Achievement Students evidence a level above the expected from their skills. This means that they show learning beyond the expected level.
ACHIEVING	A	Expected Achievement Students show the level expected from their skills and a satisfactory management in all tasks within the set time.
DEVELOPING	B	Developing Students are close to the level expected from their skills. They need accompaniment during a reasonable time in order to achieve it.
BEGINNING	C	Beginning Students show minimum progress in a skill according to the expected level. They frequently evidence difficulties in performing tasks; therefore, they need more accompaniment time and intervention from the teacher.



Article 79.2. 6th grade up to Form IV

Newton College	National Scale	Description
7 - 8	AD	Outstanding Achievement Students evidence a level above the expected from their skills. This means that they show learning beyond the expected level.
3 - 6	A	Expected Achievement Students show the level expected from their skills and a satisfactory management in all tasks within the set time.
2	B	Developing Students are close to the level expected from their skills. They need accompaniment during a reasonable time in order to achieve it.
1	C	Beginning Students show minimum progress in a skill according to the expected level. They frequently evidence difficulties in performing tasks; therefore, they need more accompaniment time and intervention from the teacher.

Article 79.3. Form V and Form VI

Newton College	National Scale	Description
6 - 7	AD	Outstanding Achievement Students evidence a level above the expected from their skills. This means that they show learning beyond the expected level.
3 - 5	A	Expected Achievement Students show the level expected from their skills and a satisfactory management in all tasks within the set time.
2	B	Developing Students are close to the level expected from their skills. They need accompaniment during a reasonable time in order to achieve it.
1	C	Beginning Students show minimum progress in a skill according to the expected level. They frequently evidence difficulties in performing tasks; therefore, they need more accompaniment time and intervention from the teacher.

Article 80. Resits

In Lower School, students from 2nd to 6th grade who do not meet the requirements for passing to the next grade by the end of the year must resit, except for those who will repeat the grade.

In Upper School, students resit as follows:



- Form I, III and IV: If they do not meet the conditions to pass or repeat the grade. They will resit those competences where they obtained “C”.
- Form II and V: If they do not meet the conditions to pass or repeat the grade.

Article 81. Promotion to the next grade at the end of the school year

At the end of the school year and of the accompaniment to or resit of the student, grade promotion is as follows:

Early Years	
Grade	Requirement
Nursery	Automatic.
Pre-kinder	Automatic.
Kinder	Automatic.

Lower School	
Grade	Requirement
1st grade	Automatic.
2nd grade	Students achieve “A” or “AD” levels in half or more competencies related to four areas or workshops, and “B” in other competencies.
3rd grade	Students achieve “B” level in half or more skills related to all areas or workshops. They may achieve “AD”, “A” or “C” in other competencies.
4th grade	Students achieve “A” or “AD” levels in half or more competencies related to four areas or workshops, and “B” in other competencies.
5th grade	Students achieve “B” level in half or more competencies related to all areas or workshops. They may achieve “AD”, “A” or “C” in other competencies.

Upper School	
Grade	Requirement
6th grade	Students achieve “A” or “AD” levels in half or more competencies related to four areas or workshops, and “B” in other competencies.
Form I	<p>By the end of the school year:</p> <p>Students at least achieve “B” in half or more competencies related to all areas or workshops. They may achieve “AD”, “A” or “C” in other competencies.</p> <p>By the end of the pedagogical accompaniment or resit:</p> <p>Students achieve at least the "B" in half or more of the competencies associated with each area or workshop (considering the achievement levels obtained at the end of the academic period), with the possibility of having a "C" in all competencies, which can be remedied by December of the following academic period.</p>



Upper School	
Grade	Requirement
Form II	<p>By the end of the school year:</p> <p>Students achieve "A" or "AD" in half or more competencies related to three areas or workshops, and "B" in other competencies.</p> <p>By the end of the pedagogical accompaniment or resit:</p> <p>Students achieve "A" or "AD" in half or more of the competencies associated with each area or workshop and "B" in the other competencies (considering the achievement levels obtained at the end of the academic period), with the possibility of having a "C" in all competencies, which can be remedied by December of the following academic period.</p>
Form III	<p>By the end of the school year:</p> <p>Students achieve at least "B" level in half or more competencies related to all areas or workshops. They may achieve "AD", "A" or "C" in other competencies.</p> <p>By the end of the pedagogical accompaniment or resit:</p> <p>Students achieve at least "B" in half or more of the competencies associated with each area or workshop (considering the achievement levels obtained at the end of the academic period), with the possibility of having a "C" in all competencies, which can be remedied by December of the following academic period.</p>
Form IV	<p>By the end of the school year:</p> <p>Students achieve "A" or "AD" in half or more competencies related to three areas or workshops, and "B" in other competencies.</p> <p>By the end of the pedagogical accompaniment or resit:</p> <p>Students achieve at least "B" in half or more of the competencies associated with each area or workshop (considering the achievement levels obtained at the end of the academic period), with the possibility of having a "C" in all competencies, which can be remedied by December of the following academic period.</p>
Form V	<p>By the end of the school year:</p> <p>Students achieve "A" or "AD" in half or more competencies related to three areas or workshops, and "B" in other competencies.</p> <p>By the end of the pedagogical accompaniment or resit:</p> <p>Students achieve "A" or "AD" in half or more of the competencies associated with each area or workshop and "B" in the other competencies (considering the achievement levels obtained at the end of the academic period), with the possibility of having a "C" in all competencies, which can be remedied by December of the following academic period.</p>



Article 82. Permanence in the grade at the end of the school year

In Early Years, students may remain in the same year upon request of the parents and/or guardians. Exceptionally, Newton College may authorize the entrance and/or permanence of students who are up to one year older than the chronological age established at the beginning of the school year, as per Ministerial Resolution No. 0028-2013-ED.

For other levels, by the end of the school year, students who meet the following criteria remain in the same grade:

Lower School	
Grade	Requirement
2nd grade	Students who achieve "C" in more than half of the competencies related to four areas or workshops, and "B" in other competencies.
3rd grade	Students who achieve "C" in more than half of the competencies related to four areas or workshops, and "B" in other competencies.
4th grade	Students who achieve "C" in more than half of the competencies related to four areas or workshops, and "B" in other competencies.
5th grade	Students who achieve "C" in more than half of the competencies related to four areas or workshops, and "B" in other competencies.

Upper School	
Grade	Requirement
6th grade	Students who achieve "C" in more than half of the competencies related to four areas or workshops, and "B" in other competencies.
Form I	Students who achieve "C" in more than half of the competencies related to four areas or workshops.
Form II	Students who achieve "C" in more than half of the competencies related to four areas or workshops.
Form III	Students who achieve "C" in more than half of the competencies related to four areas or workshops.
Form IV	Students who achieve "C" in more than half of the competencies related to four areas or workshops.
Form V	Students who achieve "C" in more than half of the competencies related to four areas or workshops.

In Lower School, students who do not achieve "A" in the two first competencies of Personal and Social Development (*Personal Social*), will undergo a support process the next school year.

At Upper School, students who do not achieve a satisfactory level of performance in the two competencies of Personal Development, Citizenship, and Civic Education must undergo a special support process during the following academic year.



In cases where the number of competencies associated with a subject area is odd, it will be considered as follows:

- When a subject area has 5 competencies, "half" is understood to mean 3 competencies.
- If the area has 3 competencies, "half" is understood to mean 2 competencies.
- In the case of subject areas with only one competency, that single competency is considered for the area.

Article 83. Report to parents and/or guardians

The system to report results to parents and/or guardians is different for each level, according to the characteristics and needs of the age group.

The three report systems are duly detailed in the evaluation policy of Newton College.

IX. PEDAGOGICAL RESPONSIBILITIES

Article 84. Pedagogical system and methodology

Children and adolescents who study at Newton College are from 2 to 18 years old, and belong to the three levels of Regular Basic Education (early years, lower school and upper school), besides the International Baccalaureate. It is characterised by its bilingual education and for providing students with the opportunity to pursue the International Baccalaureate; even though not all students have to.

Management tools are elaborated by the school community, under the pedagogical leadership of the Headmaster and National Director.

The Institutional Educational Project, the Institutional Curricular Project and the Annual Labour Plan are approved by the General Direction of the School.

Newton College has been accredited with the continuous International Baccalaureate; therefore, it provides the following programmes:

Grades	IB Programme	Level
Level 2 to 5th grade	Primary Years Programme (PYP)	Early Years and Lower School
6th grade to Form IV	Middle Years Programme (MYP)	Upper School
Form V to Form VI	Diploma Programme (DP)	Upper School

The methodology of Newton College is aligned to the methodology of the International Baccalaureate; therefore, it follows these principles:

- To develop values, skills and knowledge needed to create a better and more peaceful world.
- To encourage students to understand the complexity of the world around them.
- To develop skills needed to take responsible actions considering the future.



With this purpose, four essential and interrelated elements that have a central position in all IB programmes are explored:

- International mindedness
- Profile of the IB learning community
- Broad, balance, conceptual and cohesive curriculum
- Approaches to teaching and learning

Article 85. Curricular plan

Pursuant to the International Baccalaureate, the Curricular Plan of Newton College is based on the following criteria:

- Access to a broad and balanced range of academic studies and learning experiences.
- Conceptual approach to learning that generates contexts that benefit the acquisition of learning and focuses on relevant organising ideas that are pertinent for several disciplinary areas.
- To establish connections, to explore relations between academic disciplines and to learn about the world in ways that go beyond the scope of each discipline.
- To provide students with authentic opportunities to relate their learning with the world around them.

Each program has its own characteristics according to the development level of the age group:

- (a) Primary Years Programme (PYP):** Learning aspires to transcend the traditional boundaries between disciplinary areas. Students explore six transdisciplinary of global relevance: who we are, where in time and space we are, how we express ourselves, how the world works, how we organise ourselves and how we share the planet.
- (b) Middle years Programme (MYP):** Students explore six global contexts developed and broadened based on transdisciplinary topics of PYP: identities and relationships, personal expression and culture, orientation in space and time, scientific and technical innovation, equity and development, globalisation and sustainability.
- (c) Diploma Programme (DP):** The curriculum is composed of six groups of courses and three main components of the programme. One of such components is Theory of Knowledge (TOK), which encourages students to be more aware of their own perspectives and suppositions through an exploration of the following essential question: How do we know what we know?

The three IB programmes also require a final project (PYP exposition, personal project or community project of MYP and the monograph of the DP). These projects provide students with the opportunity to perfect and show their knowledge, skills and comprehension; as well as to celebrate their academic path.

Article 86. Duration of the school year

The school year begins in the third week of February and ends in the third week of December. This includes two weeks of management and training, as well as 38 class weeks.

Newton College organises its school year in 38 weeks. Each week has 20 chronological hours of educational service in Level I, 24 chronological hours of educational service in Level II, 26



chronological hours of educational service in Pre-kinder and 35 chronological hours of educational service in Kinder and in all grades of Lower and Upper School.

The academic year is divided into four semesters. At the end of the first and third bimester there is one week of vacations, while there are three weeks of vacations at the end of the second bimester.

X. FINANCIAL REGIME

Article 87. School fees

Teaching fees, admission fees and other income set forth in Article 20° of the Regulations of the Law of Private Educational Centres and Programmes, Law No. 26549, in connection with Supreme Decree No. 046-97-EF, are fixed by the Promoting Association, in coordination with the Headmaster, the National Director and the Director of Administration.

The *Asociación Educativa Williamson del Perú* establishes the value of monthly fees for the institution, equivalent to teaching fees, which allow to cover operating expenses for the operation of Newton College.

Fixed assets and real estate aimed for the functioning of the institution belong to *Asociación Educativa Williamson del Perú*.

Before the enrolment process, the School informs parents and/or guardians about all payments to be made in the enrolment process and during the school year.

Payment of a monthly fee equivalent to the teaching fee is mandatory in connection with the enrolment, its ratification or the permanence of the student in the School.

In order to ratify the enrolment, the student must be to date in the payment of school fees of the previous year.

Article 88. Insurances

Listed below are insurances offered in connection with the educational activity:

- (a) **Student fee insurance:** Hired by *Asociación Educativa Williamson del Perú* for all its associates. It covers monthly fees required for the student to remain in the School, in the event that the parent and/or tutor passed away.
- (b) **Insurance in case of accidents:** Used in emergencies that may put the health or life of students in danger. Newton College makes insurance from a prestigious insurance company available for partners. Acquisition is optional.

XI. ASSISTANCE MECHANISMS FOR THE EDUCATIONAL COMMUNITY

Article 89. Assistance to parents and/or guardians

The communication channels of Newton College are detailed at www.newton.edu.pe. All requests are answered within regular school hours.



Newton College sends all its communications virtually to emails listed by parents and/or guardians when enrolling the students. Furthermore, they are kept at Intranet throughout the school year.

Article 90. Health and first aid assistance for students

Newton College has three Infirmaries, one per level (Early Years, Lower School and Upper School).

In the event of a serious accident or injury, the responsible adult must immediately notify the closest Infirmary.

Nurses are in charge of starting first aid measures and parents and/or guardians must be immediately contacted.

If needed, the student will be taken to the clinic or hospital indicated by the parents and/or guardians when they enrolled the student.

In the event of an emergency, the student is immediately transferred to the closest clinic, even if parents and/or guardians may not be contacted. A member of Newton College staff must remain with the student at all times, until they reunite with their families.

Article 91. Actions in case of emergency and disasters

Newton College, as part of the National System of Civil Defence, has contingency plans in place validated to face incidents of diverse origin.

Plans to evacuate and communicate with parents and/or guardians during emergencies are duly detailed in the “Communication Plan of Newton College in Case of Emergency” and in “Evacuation Practices”.

Article 92. Mechanisms for conflict resolution

Actions and decisions of members of the school community of Newton College are ruled by the educational philosophy and the coexistence rules set forth in these Regulations.

In the event of conflict among the members of the school community, the School may intervene as follows:

- (a) Conflict among peers:** In situations of conflict among peers, mechanisms to mediate described in “Formative measures” in these Regulations are used. For such a purpose, teachers, supported by the Student Engagement Department analyse the situation and make a decision about the measure to be taken in each situation.
- (b) Conflicts among parents and/or guardians:** Dialogue among families must come first as they constitute a first instance to solve conflicts among them. In cases where situations may not be resolved directly among families, the School derives the case to the Ethics Committee.

The Ethics Committee was created by the Board of Governors of Asociación Educacional Williamson del Perú at a meeting held on 8 August 2016. It is made by no less than three, and no more than five common partners, selected by the Board of Governors. The main role of the Ethics Committee is to solve controversies between partners and/or parents. For such a purpose, it acts as a mediator and impartial between both parties in order to encourage dialogue and peaceful resolution of conflicts.

The selection process, the regulations and roles of this committee are detailed in the By-laws of the Ethics Committee.

- (c) **Conflicts among School staff:** Expectations and duties of Newton College staff are detailed in the Labour Internal Regulations. Situations of conflict are derived to the Human Resources Management, who mediate among parties to achieve peaceful conflict resolution and encourage a harmonious labour culture.

Article 93. Mechanisms to derive cases to ally institutions

The School derives to the following ally institutions those cases where conflicts and problems exceed their field of action:

Institution	Information	Purpose
Comisaría PNP (Police Station) La Planicie de La Molina	(01) 368 2146 DIVPOL ESTE 2 Av. Elías Aparicio cuadra 7, La Planicie s/n Monday to Friday from 8:00 AM to 5:00 PM	Safeguard public order, citizen safety and social peace.
Centro de Emergencia Mujer (Women’s Emergency Centre)	Line 100 https://chat100.aurora.gob.pe/ Los Mangos 145-147, La Molina 1502	Specialised and free public services, integral and multidisciplinary assistance for victims of family and sexual violence.
Healthcare centres	Clínica San Felipe (01) 219 0000 Av. Javier Prado Este 4841, Urb. Camacho, La Molina Monday to Friday 8:00 AM to 5:00 PM.	Assistance in case of emergencies and accident of any member of the school community.
	Clínica Anglo-Americana (511) 616 8989 Av. La Fontana 362, La Molina	
	Clínica Tezza (511) 610 5050 Avenida El Polo 570, Surco	
Defensoría del Pueblo (Department of Protection of Citizen’s Rights)	0800 15170 (01) 311 0300 Jr. Ucayali No. 394 398 consulta@defensoria.gob.pe	Defends and promotes human rights, and monitors the efficiency in actions and adequacy in the rendering of public services, especially for vulnerable individuals.
Defensoría Municipal de Niño, Niña y Adolescente (DEMUNA) (Municipal Department of Protection of Children and Adolescents)	Av. Ricardo Elías Aparicio 740, La Molina Monday to Friday from 8:00 AM to 5:00 PM.	Protects and promotes the rights of children and adolescents within the municipal jurisdiction.
Serenazgo – La Molina (La Molina Municipal Police)	(01) 313 4444 989 160 869 Av. Ricardo Elías Aparicio 740, La Molina Monday to Friday from 8:00 AM to 5:00 PM. Saturdays from 8:30 AM to 1:00 PM.	Safeguards peace and quietness by protecting those who live and pass by the district.

Article 94. Protocols for responding to violence

Newton College bases its protocols to respond to violence on Supreme Decree No. 004-2018-MINEDU and Ministerial Resolution No. 274-2020-MINEDU.

Within said legal framework, the response to violence is the timely, effective and restoring intervention on violent acts that are committed or detected within the school environment.

The observance of protocols for responding to violence is led by the School Coexistence Committee, supervised by the National Direction.

Article 95. Main fundamentals for the response to violence

The application of protocols for responding to violence always considers the following principles:

(a) Protection of students

All intervention mechanisms must guarantee the care and welfare of possible victims. This as well implies actions in order to prevent them from becoming victims of another violent act, or that their rights are violated again.

(b) Confidentiality

Information about the violence situation and about the students involved must be handled under complete confidentiality. Documents directed to third parties must only include the initials and National Identity Cards of the students involved. The names of underage students must not be disclosed. Additionally, the information and the case may not be exposed in the media (Law No. 29733, Law of Personal Data Protection).

(c) Participation of students

They must participate in the decision-making and execution of actions that strengthen the intervention in cases of violence. Children and adolescents are not passive actors, but agents of change against violence situations.

(d) Systemic intervention

It integrates all the school community and local services specialised in violence against children and adolescents. Response to violence requires the participation of all the school community (directors, mothers, fathers and/or tutors, students, administrative staff, etc.), and of local actors for its optimal intervention and for the sustainability of its actions.

(e) Respect and appreciation of diversity

Students have the right to be respected and valued for their differences, and any discriminatory act that distorts their identity must be eliminated. It is essential to recognise and assist such differences in order to protect students and to guarantee their right to education.

(f) Effective and timely intervention

Response in cases of school violence requires the compliance with regulations and protocols that guarantee a quick, integral and sustainable intervention.

Article 96. General criteria for responding to violence

Newton College has zero tolerance for any form of violence, defined as the intentional and unjustified use of force or power by a person against others, causing or probably causing harm or deprivations.



Students, parents and/or guardians who become aware of or are victims of violence situations may report the event to teachers or authorities of Newton College.

Newton College staff must immediately report to the National Direction any situation of violence against women, children and adolescents that they become aware of while executing their duties, according to Law No. 30364, Law to Prevent, Sanction and Eradicate Violence against Women and Members of the Family Group.

No victim of violence may be revictimised. Victims do not confront their aggressor, neither are they questioned in ways that could affect them negatively. When a sexual violence situation takes place in the School, the statement of the victim is presumed as true, in order to avoid revictimisation. In such cases, the Public Ministry is the only one in charge of gathering evidence and investigating.

Article 97. Process for responding to violence among students

In the event of violence situations among students, protocols 1 and 2 should be applied according to the type of violence and as per Ministerial Resolution No. 274-2020-MINEDU.

Stages for the response to violence among students in Newton College are as follows:

- (a) Identification of a school violence situation:** The School becomes aware of a school violence situation or determines, through an investigation, that a student is being victim of school violence.
- (b) Protection measures:** Immediate measures are taken to stop violence and avoid new similar events. Measures must consider both the victim and the aggressor.
- (c) Interview with students involved:** Information about the event is gathered by speaking with each of the involved parties, in order to gain an objective perspective on the matter. Interviews with students involved are made separately in order to avoid confrontation and revictimisation.
- (d) Additional investigation:** Additional information is gathered from witnesses (students, teachers, School staff, etc.) to better understand the event. All investigations must be ruled by principles of confidentiality and avoid revictimisation.
- (e) Report to families:** Meetings are held separately with families of students involved to inform about the event and report procedure, if any. Furthermore, protections measures taken, regulatory measures to be applied and expectations of them and their children are communicated as well. Lastly, they are informed about the following actions, which may be adjusted with the families. Meetings must be closed with the signature of a commitment where parties express their agreement.
- (f) Complaint:** If the decision has been made, then the event must be reported to DEMUNA, the Public Ministry or the National Police of Peru. This may be by filing a report signed by the family or directly as a responsibility of the National Direction.
- (g) Report to UGEL:** If a complaint is filed, UGEL is informed in writing about the event and measures adopted, with the corresponding confidentiality.
- (h) Regulatory measures:** Regulatory measures decided upon are applied, as per these Regulations.
- (i) Record in the Incident Report Book:** Actions are written down in the Incident Report Book.



- (j) **SíseVe report (1):** Actions are recorded in the SíseVe portal of the Ministry of Education.
- (k) **Intervention plan:** The Student Engagement Department analyses the social, emotional and cognitive situation of students involved to allow for designing an intervention plan according to their needs. The intervention plan must have objectives and activities, schedule and instruments to monitor the scope of results. They may rely on teachers, mentors and tutors for its preparation. The intervention plan must be informed to parents and/or guardians.
- (l) **Meeting with the family:** The intervention plan of each student is presented, indicating what is expected from them and what results are expected from their child. The plan may be adjusted according to suggestions of the family. Meetings must be closed with the signature of an acceptance letter where families express their agreement.
- (m) **Execution of the intervention plan:** The intervention plan is developed under the approved schedule. If the plan requires participation from the teacher, the Student Engagement Department is responsible for guiding their actions and following up their results. During the intervention, the Student Engagement Department may meet, as needed, with the family, the student or the School staff.
- (n) **SíseVe report (2):** Actions and results of the intervention plan are recorded in SíseVe portal.
- (o) **Closure with the family:** The family is informed about the fulfilment of the intervention plan and results achieved. Additionally, they receive recommendations to keep reinforcing important aspects with their child. Finally, a closing document is signed.
- (p) **SíseVe report (3):** Final actions are recorded and the case is closed in SíseVe.

Article 98. Responding to violence from the School staff against students

In those situations where a member of the School staff acts violently against a student, protocols 3, 4 or 5 must be applied according to the type of violence, as per Ministerial Resolution No. 274-2020-MINEDU.

XII. SUPPLEMENTARY PROVISIONS

Article 99. These Regulations will come into force the day after its approval by directorate resolution, and before the beginning of school year 2024.

Article 100. Situations not foreseen in these Regulations may be regulated by the School policies and duly informed to the school community before their implementation.

Article 101. Inquiries regarding the interpretation of these Regulations are solved by the Headmaster and the National Director. Their interpretations and decisions made are unappealable.

Article 102. Internal Regulations will be handed to all the school community for their knowledge and fulfilment, through the Intranet of the School and the institutional webpage.

Article 103. By its nature, this document is subject to constant review and adaptation to regulations issued by the Ministry of Education. Any modification will be duly notified to the Newton College school community.
