



Part of the Dukes Education family.
Together we're extraordinary.



Internal Regulation

CJD International School

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CHAPTER I – ORGANISATION

Section I

General Provisions

Article 1

Institutional Character

Colégio Júlio Dinis International School is an educational institution in the city of Porto, which extends its activity from Nursery to Secondary Education. It also comprises an international component, having implemented the Cambridge International curriculum, from Primary 1 to A-Level, in September 2023.

Article 2

Legal status

1 – Colégio Júlio Dinis is a private educational institution, operating under a regime of pedagogical autonomy, as outlined in Decree-Law No. 152/2013 of 4 November. It holds Licence no. 146 of 1934, making it one of the oldest schools in the city and under the jurisdiction of the Ministry of Education.

2 - In accordance with the Fundamental Law of the Education System, as an institution that falls within the general principles, purposes, structures and objectives of the educational system, Colégio Júlio Dinis International School is an integral part of the national school network. The studies conducted within the school and the qualifications awarded are officially recognised.

Article 3

Mission and Vision

1 – The pedagogical mission and vision of Colégio Júlio Dinis International School, which guide all its educational endeavours are based on the principle "Together we're extraordinary".

2 – Colégio Júlio Dinis International School aims to establish itself as a leading educational institution within the local community and on both national and international levels. Its principles, values, and strategies align with the overarching guidelines set by the General Directorate of Education (DGE), reinforcing its commitment to excellence in education.

Article 4

Guiding Documents

The identity, vision, educational approach, organisation, operations, and objectives of Colégio Júlio Dinis International School are outlined in the following documents:

a) Educational Project – A collection of documents that specifically outlines the skills and learning objectives to be developed by students—both in general terms and at each educational level,

school year, and subject—along with the strategies employed to achieve these goals and the criteria and tools used for student assessment;

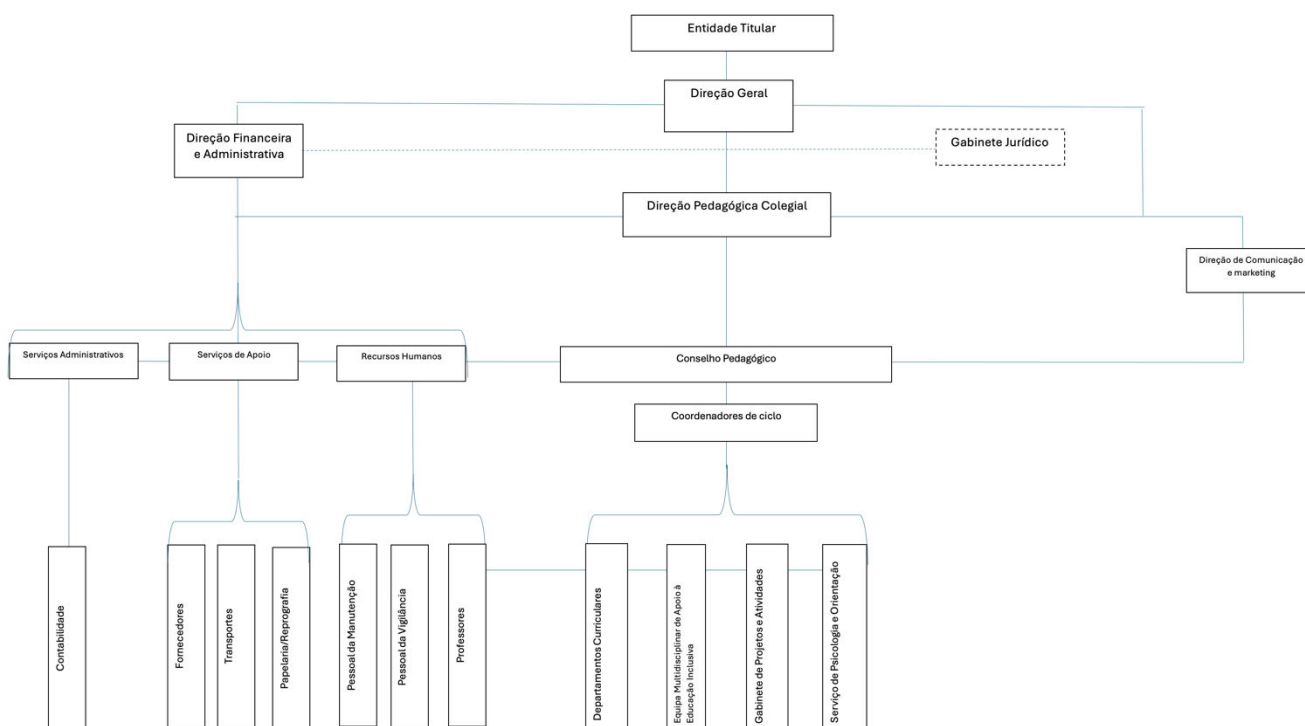
b) Internal Regulations – A document that defines the organisation of the College, establishes the operational framework for its bodies, structures, and services, and sets out the rights and responsibilities of members of the School Community;

c) Annual Activity Plan – A planning document outlining the activities for each school year, detailing calendars, timetables, activities, teams, personnel, and resources involved. It specifies the objectives pursued, with reference to the Educational Project and Internal Regulations, and defines the mechanisms for evaluating each activity.

Article 5

Organisation chart

The various governing bodies and structures of the school are represented in the organisational chart below, illustrating the hierarchical and communication relationships within the institution.



Organisational Structure of Colégio Júlio Dinis International School

1. Governing Entity

- General Directorate
- Legal Department

2. Financial and Administrative Directorate

- Administrative Services

- Accounting

3. Support Services

- Catering
- Transport
- Cleaning and Maintenance
- Security Staff

4. Human Resources

- Teachers

5. Pedagogical Directorate

- Pedagogical Council
- Cycle Coordinators
- Educational and Academic Support (Tutoring)
- Student Study Support and Well-being
- Activities Planning Office
- Psychology and Guidance Services

6. Communication and Marketing Directorate

Section II

Administration and Management

Article 6

Governing Entity

The Governing Entity is the general management body of the school in the areas of education and management, designated as Colégio Júlio Dinis International School with the NIPC 517222205.

Article 7

Responsibilities of the Governing Entity

1 – The Governing Entity is responsible for the following:

- a. Approving the Internal Regulations of the school, along with any amendments;
- b. Approving the Educational Project, Financial Plan, and operational guidelines of the school;
- c. Representing the school in all administrative matters;
- d. Establishing the administrative structure and ensuring the school's operational conditions;
- e. Providing the necessary physical resources to implement the Educational Project;
- f. Determining the school's organisational model, including its governing bodies and composition;
- g. Ensuring compliance with all obligations under the Private and Cooperative Education Statute for non-higher education institutions;

- h. Reporting to the Ministry of Education, Science, and Innovation any information requested under the applicable legal framework;
- i. Appointing and dismissing the General Directorate and the Financial Directorate in cases of non-compliance with their duties and/or changes in legislation.

Article 8

General Directorate

The General Directorate is the executive management body of Colégio Júlio Dinis International School, serving as the link between the Governing Entity and the various school directorates. Its primary purpose is to implement the mission of the Dukes Education Group.

Article 9

Responsibilities of the General Directorate

1 – The General Directorate is specifically responsible for:

- a. Defining the strategic guidelines for the school's activities.
- b. Preparing the budget proposal.
- c. Appointing and dismissing the following governing bodies in cases of non-compliance with their duties and/or legislative changes:
 - I. Pedagogical Directorate;
 - II. Directorate for Communication, Public Image, and Public Relations;
- d. Ensuring the effective operation of the school's governing bodies and educational structures;
- e. Exercising hierarchical authority over teaching and non-teaching staff.
- f. Managing the school's facilities, spaces, equipment, and educational resources;
- g. Supervising administrative, technical, and pedagogical services;
- h. Participating in meetings of the Pedagogical Council and various departments when deemed relevant;
- i. Selecting and recruiting teaching and non-teaching staff, establishing onboarding and integration strategies, and ensuring ongoing monitoring;
- j. Defining, in collaboration with the Pedagogical Directorate, the general framework for supporting teaching activities and providing resources for Cycle Coordinators and Department Coordinators.
- k. Developing, in conjunction with various directorates, the main guidelines for the Internal Regulations, Educational Project, Annual Activity Plan, and Staff Training Plan (for both teaching and non-teaching staff);
- l. Fostering relationships between the school and external institutions, establishing protocols and cooperation agreements with organisations, local authorities, and associations;
- m. Establishing a communication model for the Educational Community, in collaboration with the Directorate for Communication, Public Image, and Public Relations;

- n. Defining, in cooperation with the Directorate for IT, Expansion, and Innovation, the technological resources required for educational and professional practices.

Article 10

Pedagogical Directorate

The Pedagogical Directorate is the collegiate governing body responsible for the academic and cultural management of Colégio Júlio Dinis. It is appointed by the Governing Entity.

The mandate of the Pedagogical Directorate lasts one year, with a preference for renewal throughout the duration of the Educational Project.

Article 11

Responsibilities of the Pedagogical Directorate

1 – The Pedagogical Directorate is specifically responsible for:

- a. Representing the school before the Ministry of Education, Science, and Innovation on all pedagogical matters;
- b. Signing certificates and pedagogical documents issued by the school.
- c. Participating, alongside the General Directorate, in defining the Educational Project to be submitted for approval by the Governing Entity.
- d. Approving the school's curriculum plan in alignment with the Educational Project, establishing and justifying the educational pathways, strategic action plans, and pedagogical and organisational models.
- e. Formulating a positive and motivating strategic vision, in accordance with the school's mission and vision, ensuring engagement across all educational teams.
- f. Promoting, encouraging, and recognising good educational practices.
- g. Convening and presiding over meetings of the Pedagogical Council, as well as overseeing other pedagogical matters as deemed necessary.
- h. Defining the admissions policy in coordination with the General Directorate.
- i. Overseeing student disciplinary actions in accordance with the regulations set out in this document;
- j. Monitoring all student assessment processes and ensuring the fair and equitable application of assessment criteria;
- k. Ensuring the quality of teaching through the monitoring and control of teaching and learning processes.
- l. Conducting performance evaluations for staff with pedagogical responsibilities, based on the approved performance assessment framework.
- m. Proposing the hiring or dismissal of teaching staff to the General Directorate;
- n. Appointing and dismissing Year Group Coordinators, subject leaders, form tutors, and representatives of other educational teams, after consultation with the General Directorate

- o. Allocating teaching and non-teaching duties related to educational practice.
- p. Carrying out additional responsibilities as assigned under current legislation, the General Directorate, and these regulations.

Article 12

Administrative and Financial Directorate

The Administrative and Financial Directorate is responsible for the management, administration, and governance of the school's financial and administrative areas. It is headed by a designated director appointed by the Governing Entity.

Article 13

Responsibilities of the Administrative and Financial Directorate

1 – The Administrative and Financial Directorate is responsible for:

- a. Managing and overseeing all administrative and financial processes;
- b. Preparing and presenting the financial report to the Governing Entity, in accordance with the defined structures;
- c. Establishing and ensuring internal control procedures to effectively manage and mitigate risks;
- d. Preparing the annual budget and monitoring its implementation;
- e. Authorising expenditure and processing payments;
- f. Supervising revenue collection and ensuring financial management compliance with legal requirements;
- g. Managing partnerships with service providers in the administrative and financial sectors;
- h. Identifying and managing investment project opportunities;
- i. Assessing team requirements and, when necessary, contracting services to meet operational needs;
- j. Ensuring compliance with General Data Protection Regulation (GDPR) standards;
- k. Maintaining and updating the school's asset register.

Article 14

Administrative Services

1 – The **Administrative Services**, coordinated by the **Administrative and Financial Directorate**, comprise various **support structures and activities** that facilitate the school's general operations, including:

- a. **School Office (Secretariat)** – Responsible for assisting parents, guardians, and students by providing guidance on administrative matters. This includes maintaining and updating student records, processing admissions and re-enrolments, handling pre-registrations, enrolling students in activities and services, managing exam registrations, withdrawals, and transfers, and issuing

certificates and diplomas. Additionally, it oversees the collection of tuition fees, as well as other educational and extracurricular charges, ensuring accurate processing of payment notifications, invoices, and receipts, and updating student accounts accordingly.

- b. **Accounting** – Responsible for managing financial records, ensuring accurate classification and archiving of accounting documents in collaboration with the financial management team, processing payments, recording and verifying cash flow transactions, managing payroll, ensuring the submission of tax and social security contributions, and maintaining relations with banking institutions.

Article 15

Human Resources Directorate

The Human Resources Directorate is responsible for the management, administration, and coordination of human resources. It is led by a designated director, appointed by the Governing Entity.

Article 16

Responsibilities of the Human Resources Directorate

1 – The Human Resources Directorate is responsible for the following:

- a. Ensuring compliance with all requirements related to occupational health, hygiene, and safety;
- b. Providing legal oversight on employment matters in coordination with the Legal Department;
- c. Upholding professional conduct and ensuring staff behaviour aligns with the school's core values;
- d. Organising task allocation and work schedules for non-teaching staff;
- e. Supporting the recruitment and selection of new staff;
- f. Collecting and processing required documentation for staff appointments, maintaining up-to-date individual personnel records in accordance with legal requirements;
- g. Facilitating the drafting of employment contracts;
- h. Monitoring attendance and preparing payroll-related information;
- i. Preparing and displaying holiday schedules in compliance with legal regulations;
- j. Responding to administrative requests from teaching and non-teaching staff, including service declarations, additional working hour requests, and other formal enquiries;
- k. Identifying staff training needs across all departments;
- l. Promoting awareness and professional development by organising training sessions for teaching and non-teaching staff;
- m. Developing the Annual Training Plan in collaboration with other Directorate members;
- n. Managing matters related to workplace accidents and school-related incidents involving students and staff.

Article 17

Coordination and Educational Guidance Bodies

1 – The Coordination and Educational Guidance Bodies work in close collaboration with the General and Pedagogical Directorates. In accordance with their nature and assigned responsibilities under this Regulation, they may hold a consultative, deliberative, or executive role, particularly in the approval of key educational documents, pedagogical management, planning, coordination, activity evaluation, student support, and staff training.

2 – The Coordination and Educational Guidance Bodies include:

- a. Pedagogical Council;
- b. Year Group Coordinators;
- c. Subject Group Coordinators;
- d. Form Tutor and Lead Class Teacher;
- e. Class Council and Teaching Staff Council.

3 – The main objectives of the Coordination and Educational Guidance Bodies are:

- a. Curriculum management and alignment, ensuring the effective implementation of the national curriculum and Cambridge curriculum, as well as any additional curriculum components introduced by the school;
- b. Organising, monitoring, and evaluating class or student group activities;
- c. Overseeing the pedagogical coordination of each academic year and school section;
- d. Fostering collaboration among teaching staff, ensuring the curriculum is adapted to meet students' needs.

Article 18

Pedagogical Council

1 – The Pedagogical Council is the educational coordination and guidance body of the school, overseeing pedagogical and didactic matters, student guidance and support, and the initial and continuous training of teaching and non-teaching staff. It is appointed by the Pedagogical Directorate.

2 – The Pedagogical Council is composed of:

- a. Pedagogical Directorate;
- b. Year Group Coordinators (*formerly "Year Group Coordinators "*);
- c. Coordinator for the Mathematics and ICT Curriculum Departments;
- d. Coordinator for the Portuguese Curriculum Department;
- e. Coordinator for the Foreign Languages Curriculum Department;
- f. Coordinator for the Experimental Sciences – Biology and Geology Department;
- g. Coordinator for the Experimental Sciences – Physics and Chemistry Department;
- h. Coordinator for the Social Sciences and Humanities Curriculum Department;
- i. Coordinator for the Expressive Arts Curriculum Department;
- j. Coordinator for the Physical Education Curriculum Department;
- k. Coordinator of the Multidisciplinary Team.

3 – A member of the Pedagogical Directorate presides over the Pedagogical Council by default.

4 – If deemed necessary, additional members of the school's organisational structure may be invited to participate in the Pedagogical Council.

Article 19

Responsibilities of the Pedagogical Council

1 – The Pedagogical Council is responsible for:

- a. Contributing to the development and revision of the Educational Project and Internal Regulations;
- b. Submitting proposals for the Annual Activity Plan and providing feedback on project proposals;
- c. Proposing and reviewing the training and development plan for teaching and non-teaching staff, as well as monitoring its implementation;
- d. Defining general criteria for academic guidance, student support, and assessment;
- e. Establishing general principles for curriculum alignment, diversification, educational support, and special education provisions;
- f. Selecting and approving textbooks, in consultation with teachers of the respective subjects;
- g. Promoting and supporting educational and cultural initiatives;
- h. Monitoring and evaluating the implementation of its decisions and recommendations;
- i. Defining assessment criteria for each year group and school section, in accordance with the National Curriculum guidelines;
- j. Approving learning support and inclusion measures, as well as monitoring and evaluating their effectiveness, in line with Decree-Law No. 54/2018 of 6 July concerning Inclusive Education;
- k. Intervening in Class Council decisions, where legally applicable, in cases of grade reassessment or student retention at the end of the academic year;
- l. Providing opinions and recommendations on matters requested by the Pedagogical Directorate;
- m. Drafting and approving its own Internal Regulations;
- n. Carrying out additional responsibilities as assigned by law.

Article 20

Operation of the Pedagogical Council

1 – The Pedagogical Council meets ordinarily once a month and extraordinarily whenever convened by its president, either at their own initiative, at the request of one-third of its active members, or when a request for an opinion from the Pedagogical Directorate justifies it.

2 – A representative of the Parents and Guardians may attend Pedagogical Council meetings when the agenda includes matters within their designated competencies.

3 – Whenever deemed necessary, the Pedagogical Council may invite other members of the Educational Community to participate without voting rights. These individuals may express their views before the meeting formally begins, after which they will leave the session.

4 – Meetings involving confidential matters, such as exam materials or global assessment procedures, will be restricted to teaching staff members only.

Article 21

Year Group Coordinators

The Year Group Coordinators are appointed by the Pedagogical Directorate, with prior agreement from the General Directorate. This body provides educational guidance and support to the Pedagogical Directorate, overseeing teaching and learning coordination, activity planning, student support, and staff development for both teaching and non-teaching personnel.

Article 22

Responsibilities of Year Group Coordinators

- 1 – Year Group Coordinators are responsible for overseeing their respective year groups by:
 - a. Ensuring the implementation of guidelines set by the Pedagogical Directorate;
 - b. Planning and coordinating the execution of the Annual Activity Plan alongside other school structures;
 - c. Supervising, monitoring, and evaluating the activities of educational teams within their year groups;
 - d. Encouraging teamwork and fostering a positive and collaborative working environment among all school staff within their year group;
 - e. Coordinating the work of teachers and educational teams assigned to their respective year groups;
 - f. Providing input and recommendations on curriculum management, subject program, and extracurricular activities;
 - g. Issuing opinions on pedagogical matters, either proactively or upon request;
 - h. Submitting proposals and opinions related to behavioural and disciplinary management;
 - i. Providing feedback on training needs for both teaching and non-teaching staff;
 - j. Advising on space and equipment management within the school.;
 - k. Suggesting strategies to promote interdisciplinary collaboration;
 - l. Discussing any additional topics relevant to the operation of each Subject Group.

Article 23

Curriculum Departments

1 – The Curriculum Department is a coordinating body that oversees one or more subject groups, ensuring scientific, pedagogical, and didactic excellence in its respective academic disciplines. It is also responsible for the ongoing development and integration of the Educational Project, Annual Activity Plan, and interdisciplinary coordination.

2 – The following Curriculum Departments are established within the school:

- a. Mathematics and ICT Curriculum Department;

- b. Portuguese Curriculum Department;
- c. Foreign Languages Curriculum Department;
- d. Experimental Sciences – Biology and Geology Curriculum Department;
- e. Experimental Sciences – Physics and Chemistry Curriculum Department;
- f. Social Sciences and Humanities Curriculum Department;
- g. Expressive Arts Curriculum Department;
- h. Physical Education Curriculum Department.

3 – Each Curriculum Department is led by a Department Coordinator and holds meetings whenever convened by the Coordinator.

4 – In addition to any legal responsibilities or those established in this Regulation, the Curriculum Departments are responsible for:

- a. Effectively implement and oversee the application of the national curriculum, as well as the curricula, programmes, and guidelines established at the national level;
- b. Facilitating collaboration and sharing best practices among teachers within each department;
- c. Adapting the national study plans to suit the school's educational context;
- d. Collaborating with the Pedagogical Council and Pedagogical Directorate in the development and assessment of the Educational Project, Annual Activity Plan, and Internal Regulations;
- e. Implementing and refining subject-specific teaching methodologies to enhance learning outcomes;
- f. Coordinating with other educational guidance structures to adopt specific methodologies that enhance the study plans and local curriculum components;
- g. Assessing the feasibility of flexible curriculum management strategies to improve student learning and prevent academic exclusion;
- h. Developing curriculum diversification proposals tailored to different student groups;
- i. Ensuring the coordination of teaching strategies that focus on differentiated instruction and student assessment;
- j. Approving the department's internal regulations, which must include:
 - I. Meeting notification procedures;
 - II. Procedures in the event of the Coordinator's absence;
 - III. Appointment process for a meeting secretary.

Article 24

Curriculum Department Coordinator

1 – The Curriculum Department Coordinator is responsible for pedagogical guidance and the coordination of educational activities across all teachers within their respective department.

2 – The Curriculum Department Coordinator is a teacher appointed by the Pedagogical Directorate from among the members of each Curriculum Department. Their mandate lasts for one year, with the possibility of renewal.

3 – In addition to the responsibilities assigned by law, the specific duties of the Curriculum Department Coordinator include:

- a. Ensuring compliance with the decisions of the Pedagogical Directorate and the Pedagogical Council within their department;
- b. Upholding the quality of teaching, ensuring scientific and pedagogical excellence among teachers;
- c. Overseeing the development, implementation, and evaluation of the Annual Activity Plan;
- d. Fostering teamwork, a positive group spirit, and collaboration among staff members;
- e. Conducting an annual self-assessment of the department's performance and producing the corresponding report;
- f. Facilitating communication and collaboration between their department and other educational structures.

Article 25

Specialised Educational Support Services

1 – The following Specialised Educational Support Services are responsible for ensuring the integration and support of students within the school, in collaboration with the educational guidance structures:

- a. Psychology and Guidance Services;
- b. Speech and Language Therapy;
- c. Occupational Therapy;
- d. Multidisciplinary Team for Inclusive Education Support.

Article 26

Psychology and Guidance Service

1 – The Psychology and Guidance Services function as a specialised support unit, primarily focused on students' socio-emotional, vocational, and learning development, as well as their adaptation and integration within the school environment, contributing to their holistic growth.

2 – The main objective of the Psychology and Guidance Services is to promote student development and prevent learning difficulties, while respecting the individuality of each student.

3 – The Psychology and Guidance Services operate under the supervision of the Pedagogical Directorate, working in close collaboration with department representatives and Class Councils;

4 – In addition to the responsibilities assigned by law, the specific duties of the Psychology and Guidance Services include:

- a. Supporting students in their learning and personal development, fostering positive behaviour, attitudes, and relationships within the school community;

- b. Assisting in the design, implementation, and evaluation of intervention programmes aimed at academic success, well-being, and risk prevention for both students and the wider school community;
- c. Providing teachers with strategies to enhance teaching quality and individualised support measures for students with specific needs;
- d. Offering psychological and educational consultancy to students, teachers, parents, guardians, and other educational stakeholders, ensuring appropriate educational support mechanisms;
- e. Collaborating with other school departments, families, and external institutions, facilitating the referral and support of students with specific or special needs;
- f. Conducting psychological and educational assessments, planning tailored interventions, and ensuring ongoing monitoring and evaluation;
- g. Participating in the specialised assessment process for students, working alongside all educational stakeholders in referral, evaluation, and implementation of Inclusive Education measures, in compliance with current legislation;
- h. Establishing partnerships with external services and professionals to enhance student support and consultation services for educators;
- i. Implementing career and vocational guidance initiatives, supporting students in their decision-making process and academic journey throughout their education;
- j. Raising awareness and promoting training sessions for the Educational Community;
- k. Supervising and mentoring academic or professional internships, as well as projects, programmes, and activities related to educational psychology, in collaboration with partner institutions.

Article 27

Speech and Language Therapy Service

1 – The Speech and Language Therapy Service is responsible for the prevention, assessment, and treatment of speech and language disorders.

2 – A child may be referred for an evaluation by the Speech and Language Therapy Service through direct requests from parents, guardians, or teachers.

Article 28

Occupational Therapy Service

1 – The Occupational Therapy Service is responsible for the prevention, assessment, diagnosis, and treatment of motor, cognitive, emotional, or social conditions.

2 – A child may be referred for an evaluation by the Occupational Therapy Service through direct requests from parents, guardians, or teachers.

Article 29

Multidisciplinary Team for Inclusive Education Support

- 1 – In accordance with Decree-Law No. 54/2018 of 6 July, the Multidisciplinary Team promotes the recognition of student diversity as a strength, ensuring teaching methods are tailored to individual needs. The team mobilises available school resources to provide equal learning opportunities and ensure full participation in the school community. It also supports Class Councils in identifying learning barriers and proposing strategies to overcome them, ensuring that all students have access to the curriculum and achieve the Core Learning Goals of each subject. The team fosters the development of student profiles in alignment with compulsory education exit expectations.
- 2 – The Multidisciplinary Team consists of permanent and variable members.
- 3 – The permanent members of the Multidisciplinary Team include:
 - a. A teacher assisting the Pedagogical Directorate;
 - b. A special education teacher;
 - c. Three members of the Pedagogical Council responsible for coordinating different educational stages;
 - d. A psychologist.
- 4 – The variable members of the multidisciplinary team include the head teacher of the group or class, or the student's Class Director, as applicable, along with other teachers, specialists from the Resource Centre for Inclusion (CRI), and any other professionals involved in supporting the student.
- 5 – The Pedagogical Directorate is responsible for:
 - a. Appointing the permanent members;
 - b. Selecting the team coordinator, following consultation with the permanent members;
 - c. Assigning the operational location for the team's activities.
- 6 – The Multidisciplinary Team Coordinator is responsible for:
 - a. Identifying the variable members needed for each case;
 - b. Convening meetings and coordinating discussions;
 - c. Leading the team's activities and overseeing procedures;
 - d. Ensuring parent and guardian participation, fostering a collaborative approach to decision-making.
- 7 – The Multidisciplinary Team Coordinator is responsible for chairing meetings and representing the team within the Pedagogical Council. They are appointed by the Pedagogical Directorate.
- 8 – The Multidisciplinary Team's responsibilities, as defined by legislation, focus on the following areas:
 - a. Raising awareness within the Educational Community about inclusive education;
 - b. Proposing learning support measures to be implemented;
 - c. Monitoring and evaluating the effectiveness of learning support strategies;
 - d. Providing guidance to teachers on implementing inclusive teaching practices;
 - e. Drafting technical-pedagogical reports, including individual educational plans and transition plans, where applicable;

- f. Providing direct support to students requiring individualised assistance, alternative communication methods, or specialised equipment, such as students with visual, auditory, motor, or multiple disabilities;
- g. Offering additional support outside the classroom for students with special educational needs requiring individualised instruction;
- h. Supporting teachers in diversifying pedagogical approaches, including differentiated instruction, project-based learning, group dynamics, cooperative learning, and academic mentoring;
- i. Collaborating with the school's management and pedagogical leadership teams to enable flexible curriculum adaptations, ensuring alignment with student abilities, interests, and local educational contexts.

Article 30

Form Tutors

- 1 – The **Form Tutor** serves as the **primary liaison** between the school and families, playing a **key role** in supporting, monitoring, and guiding the **students under their supervision**.
- 2 – The Form Tutor is appointed annually by the Pedagogical Directorate, from among the teachers of each class of the Primary, Lower Secondary, Upper Secondary and Advanced (2nd and 3rd Cycles of Basic Education and Secondary Education).
- 3 – The specific responsibilities of the Form Tutor include:
 - a. Chairing the Class Council, except in disciplinary matters;
 - b. Facilitating interdisciplinary activities, ensuring a cohesive and engaging approach to curriculum enrichment, taking into account the students' needs, teachers' expertise, and the school's available resources;
 - c. Systematically monitoring student assessment and maintaining regular communication with parents and guardians;
 - d. Ensuring the implementation of learning support and inclusion measures for students with learning difficulties;
 - e. Overseeing the assessment process in accordance with legal requirements, encouraging the active participation of all relevant stakeholders, including students, subject teachers, parents/guardians, the school psychologist, special educational needs (SEN) support staff, and others;
 - f. Distributing assessment reports to parents and guardians;
 - g. Holding scheduled meetings with parents and guardians to discuss students' progress;
 - h. Tracking student attendance, ensuring parents and guardians are informed of the consequences of exceeding the maximum limit of unauthorised absences;
 - i. Informing parents and guardians about the current legislation regarding assessment and attendance policies;
 - j. Reporting any significant issues within the class or parental communications to the Pedagogical

Directorate;

- k. Carrying out any additional responsibilities assigned under legal provisions or this Regulation.

4 – The responsibilities of the Class Teacher in Primary Education align with those of the Form Tutor, while ensuring appropriate adaptation to the specificities of the respective educational stage.

Article 31

Class Council

1 – The Class Council consists of all teachers assigned to a specific class within the respective Key Stages of Lower Secondary, Upper Secondary, and Sixth Form, along with a member of the Multidisciplinary Team and a school psychologist, when necessary.

2 – The Class Council convenes:

- a. Ordinarily, for student assessment, as well as for the planning, monitoring, and evaluation of all educational activities;
- b. Extraordinarily, to address disciplinary matters, when convened by the Pedagogical Directorate, or whenever deemed necessary by the Form Tutor.

3 – The specific responsibilities of the Class Council include:

- a. Planning, overseeing, and evaluating the educational activities carried out with students;
- b. Coordinating the activities of subject teachers, particularly in terms of curriculum planning and interdisciplinary initiatives within the class;
- c. Providing recommendations on pedagogical and disciplinary matters concerning the class;
- d. Examining issues related to student integration and teacher-student relationships, in collaboration with the Form Tutors' Council;
- e. Engaging in initiatives that strengthen the school's relationship with the wider community;
- f. Validating student assessment proposals presented by individual subject teachers during end-of-term or semester assessment meetings, ensuring they align with the assessment criteria established by the Pedagogical Council.

Article 32

Assessment Class Councils

1 – Assessment Class Councils operate in accordance with current legislation.

2 – The Class Council consists of all teachers assigned to the class and is chaired by the Form Tutor.

3 – Other support services related to socio-educational assistance or external entities whose contributions are deemed beneficial by the Pedagogical Council may participate in meetings without voting rights.

4 – If a meeting cannot take place due to a lack of quorum or the unavailability of student assessment records, a new meeting must be scheduled within 48 hours. In such cases, each teacher must submit the necessary assessment data to the Head of School in advance.

5 – If the absence of assessment data exceeds 48 hours, the Class Council shall proceed with the meeting using the available members, with the Form Tutor responsible for presenting all relevant assessment data provided by the absent teacher.

6 – Class Council decisions should ideally be made by consensus among the teachers. If necessary, a voting system should be used, with no abstentions permitted. In the event of a tie, the Form Tutor, as the chairperson, has the casting vote.

7 – The meeting minutes must include all resolutions and their justifications.

Article 33

Disciplinary Class Councils

1 – During the disciplinary process, the School Management may consult the Class Council before issuing a final decision.

2 – When the Class Council meets for disciplinary matters, it is chaired by the Pedagogical Directorate or their appointed representative.

3 – The School Management may request the presence of a representative from the Psychology and Guidance Services to provide additional support.

Section III

Other Structures

Article 34

Educational Support Assistants

1 – The Educational Support Assistants are responsible for:

- a. Supporting teachers in their teaching practice or during pedagogical activities in the classroom, according to their role within different educational stages, nursery, or pre-school settings;
- b. Supervising and guiding students in all non-classroom environments within the school.

2 – The Educational Support Assistants operate under the guidance of a dedicated coordinator, who liaises with the Human Resources Directorate and the Pedagogical Directorate.

Article 35

Curriculum Enrichment Activities

Curriculum Enrichment Activities are designed to develop a diverse range of skills in students through playful, scientific, cultural, artistic, and sports-based learning experiences. These activities complement students' overall development, ensuring a holistic educational approach.

Article 36

Study Room/Extended Hours Program

1 – The study room is a dedicated space for homework, independent or guided study, and skill reinforcement across one or multiple subjects, designed for students in Basic Education.

2 – The extension is a supervised space where children in Pre-school and the 1st Cycle of Basic Education can remain after school activities, under the care of educational assistants, until their parents collect them within the scheduled time.

Section IV

Autonomous Bodies

Article 37

Student Representatives Council

The Student Representatives Council is an autonomous body representing the students of the school. It is responsible for organising activities aimed at strengthening student relationships and fostering a positive school environment, as well as promoting other initiatives deemed relevant.

Section V

Final Provisions

Article 38

Unspecified cases

Any omissions or matters not explicitly addressed in this chapter shall be reviewed and resolved by the School Management.

CHAPTER II – STUDENTS

Section I Rights and Responsibilities

Article 1

Student Rights

1 – In accordance with the applicable legislation, students have the following rights:

- a. To be treated with respect and fairness by all members of the Educational Community, without discrimination based on ethnicity, health status, sex, sexual orientation, age, gender identity, economic, cultural or social background, or political, ideological, philosophical, or religious beliefs;
- b. To receive high-quality education and teaching as established by law, ensuring equal access to learning opportunities;
- c. To choose and benefit from an educational project that supports their physical, intellectual, moral, cultural, and civic development, either personally or, if a minor, through their parents or guardians;
- d. To have their merit, dedication, attendance, and academic effort recognised and encouraged;
- e. To be acknowledged for participating in voluntary or merit-based activities, whether within the school or in the wider community;
- f. To have a balanced school timetable appropriate to their year group, ensuring fair scheduling of curricular and extracurricular activities that contribute to cultural development;
- g. To receive social and educational support to overcome economic, social, or family-related difficulties that may impact access to education;
- h. To be awarded prizes or receive academic recognition for outstanding performance, such as nomination for the Honours Board or Excellence Awards;
- i. To receive specialist support when necessary for learning needs through the Specialised Educational Support Services;
- j. To have their safety and physical and moral integrity protected at school, benefiting from the legal protections granted to members of the Educational Community under criminal law;
- k. To receive prompt and appropriate medical assistance in the event of an accident or sudden illness occurring during school activities;
- l. To have their personal and family information kept confidential, ensuring privacy in their Individual Student Record;
- m. To participate, through elected representatives, in the school's governance bodies, in the development and implementation of the Educational Project, and in the drafting of the Internal Regulations;
- n. To elect and be elected as student representatives in accordance with the law and the school's

Internal Regulations;

- o. To express concerns, provide feedback, and make suggestions regarding the school's operation, and to be heard by teachers, Form Tutors, and the school's management bodies on matters of justified interest;
- p. To organise and take part in extracurricular activities that contribute to personal development and productive use of free time;
- q. Be informed about the College's Rules of Procedure, particularly on matters relevant to them, including the organisation of the study plan or course, the programme and key objectives of each subject or subject area, assessment processes and criteria, as well as enrolment, family allowances, and socio-educational support. Additionally, they should be aware of the rules regarding the use and safety of materials, equipment, and facilities, including the emergency plan, and all activities and initiatives related to the College's Educational Project;
- r. To participate in school activities as outlined in the law and Internal Regulations;
- s. To take part in the assessment process, including through self-assessment and peer evaluation mechanisms;
- t. To receive appropriate support to recover missed learning, in cases of justified absence from school activities, with measures defined by the school.

Article 2**Student Representation**

1 – Class Representatives, including the Class Delegate and Deputy Delegate, are elected by their classmates in a designated class meeting. The student who receives the highest number of votes is elected Class Delegate, while the runner-up becomes the Deputy Delegate. A formal record (minutes) of the election must be signed by all students and the Form Tutor.

2 – The Class Delegate and Deputy Delegate have the right to request meetings with the Pedagogical Directorate or class meetings to discuss matters related to class operations and school affairs, provided that academic activities are not disrupted.

3 – At the request of students or at their own discretion, the Form Tutor or Lead Class Teacher may invite representatives of parents and guardians to participate in the class meeting mentioned above.

Article 3**Student Responsibilities**

1 – In accordance with the applicable legislation, students have the following responsibilities:

- a. To study diligently, applying appropriate effort according to their age, educational needs, and academic level;
- b. To be punctual, attend school regularly, and actively engage in academic activities;
- c. To follow teachers' guidance regarding their learning process;
- d. To treat all members of the Educational Community with respect and courtesy;
- e. To demonstrate loyalty towards all members of the Educational Community;
- f. To respect and comply with instructions given by teachers and non-teaching staff;
- g. To contribute to a positive school environment, promoting inclusivity and integration among all students;
- h. To actively participate in educational, training, and extracurricular activities organised by the school;
- i. To respect the physical and emotional well-being of all members of the Educational Community;
- j. To provide assistance and support to fellow members of the Educational Community, particularly in situations where their physical or moral integrity may be at risk;
- k. To preserve and maintain school facilities, including educational materials, furniture, and green spaces, ensuring their proper use;
- l. To respect the property of others, including belongings of students, staff, and the school community;
- m. To remain on school premises during their scheduled school hours, unless authorised in writing by their parent/guardian or the School Management;
- n. To participate in the election of student representatives and support them in their roles;
- o. To be aware of and comply with the Student Code of Conduct, school regulations, and Internal Rules;
- p. Not to possess, consume, or promote the use of addictive substances, nor engage in any form of trafficking, facilitation, or distribution;
- q. Not to carry any technological devices, instruments, or items that could disrupt lessons or pose a risk of physical or emotional harm to others;
- r. To carry their student ID card and school diary every day;
- s. To bring all necessary school materials required for their academic activities;
- t. To inform their parent/guardian of their academic progress and results;
- u. To keep their school notebook clean, organised, and up to date;
- v. To attend substitute lessons in cases where the assigned teacher is absent.
- w. Not to record audio or video, either in lessons or other school activities, without the explicit authorisation of the teacher, School Management, or Pedagogical Coordination;
- x. Not to share or disseminate audio or video recordings of school activities, including those recorded within or outside the school, through the internet or other communication channels, unless explicitly authorised by the School Management or Pedagogical Coordination.

Article 4

Use of Mandatory School Attire

1 – All students from the age of three up to the end of Year 6 are required to wear an item of school-identified clothing during all school activities and in all school-related spaces.

2 – The following are considered official school-identified clothing items:

- a. shirt or polo shirt;
- b. trousers or shorts;
- c. panama hat or cap;
- d. outerwear: fleece jacket, knitted jacket, pullover, or tracksuit jacket.

3 – If a student arrives at school without a required item of school-identified clothing, they will be provided with the missing item, the cost of which will be charged to the parent or guardian.

4 – The wearing of a school lab coat is mandatory for laboratory activities and must be purchased from the e-store.

5 – The wearing of a technical t-shirt bearing the school logo is mandatory and must also be purchased from the e-store.

Article 5

Punctuality

1 – In the first lesson of the morning, a maximum grace period of ten minutes is allowed, after which the student will be marked absent.

2 – If a student arrives after the lesson has started but within the grace period, the teacher must record the time of lateness.

3 – If a student arrives up to ten minutes after the end of the grace period for the first lesson of the morning, they must wait to be accompanied to the classroom by a non-teaching staff member.

4 – In the case of a test or exam simulation, students are always allowed to enter the classroom regardless of their lateness. However, no additional time will be granted to complete the assessment.

Article 6

Use of Mobile Phones and Other Communication Devices

- 1 – During lessons, students are not permitted to have a mobile phone or any other communication device in their possession. If a student brings such a device into the classroom, they must leave it at the teacher's desk in the designated location at the start of the lesson.
- 2 – Students may only use a mobile phone or other communication device when explicitly authorised by the teacher for educational tasks. However, such devices may not be used to access the digital component of textbooks.
- 3 – If a teacher detects that a student has a mobile phone, whether switched on or off, they must confiscate it and hand it over to the Form Tutor. The Form Tutor, after speaking with the student, will either return the device to them if it is a first-time offence or hand it over to the parent or guardian in the case of repeated infractions.
- 4 – During tests or exam simulations, if a student is found in possession of a mobile phone or other communication device, whether switched on or off, their test will be annulled.
- 5 – In Years 1 and 2 of Primary School, mobile phones, gaming consoles, and other electronic games are strictly prohibited on school premises.
- 6 – In the case of the Lower School, Upper Secondary and Advanced (3rd Cycle of Basic Education and Secondary Education), the school accepts no responsibility for any damage to or theft of mobile phones or other electronic devices, regardless of the circumstances.
- 7 – One or two days a week (defined by the school), students will not be allowed to use their mobile phones during break times, in line with the school's "No Phone, Just Fun" initiative. Additionally, two designated areas will remain entirely mobile-free throughout the week: the glass box and the dining halls. In these areas, mobile phones may only be used for making essential or urgent calls and messages; social media and gaming use is strictly prohibited.
- 8 – The above rules also apply to the International School.

Article 7

Classroom Rules

- 1 – Students must adhere to the following classroom conduct rules:
 - a. At the start of the lesson, students must wait calmly and in an orderly manner at the entrance of the classroom until the teacher arrives;

- b. If the teacher is delayed, students must not leave the classroom entrance without prior permission from a staff member;
- c. Upon entering the classroom, students must proceed in an orderly manner to their seats and prepare their materials for the lesson;
- d. Students must contribute to a positive learning environment, ensuring a respectful and focused atmosphere, and must actively and organisedly participate in class activities;
- e. At the end of the lesson, students must leave the classroom in an orderly manner only after the teacher gives permission;
- f. During breaks, students must use designated social areas or recreational spaces and must not enter classrooms without authorisation;
- g. Students must comply with the prohibition on eating, wearing caps, and chewing gum inside classrooms;
- h. Carnival-style pranks or similar disruptive behaviour is not permitted in the classroom or any other school spaces;
- i. The use of photographic or audiovisual recording devices in the classroom is not allowed unless explicitly authorised. Unauthorised use will result in confiscation of the device;
- j. The use of correction fluid on assessment documents is prohibited.

Section II

Attendance Obligation

Article 8

School Attendance and Punctuality

- 1 – In addition to complying with compulsory school attendance as required by law, students are responsible for maintaining regular attendance and punctuality.
- 2 – Parents and guardians of underage students share responsibility for ensuring that their child fulfils these attendance obligations.
- 3 – The duty of attendance requires students not only to be physically present in the classroom and other learning environments but also to demonstrate active intellectual engagement and appropriate behaviour according to their age and stage of learning.
- 4 – Attendance monitoring is mandatory, and the procedures for justifying absences and their communication to parents or guardians are outlined in this Internal Regulations document.

Section III Types of Absences

Article 9

Absences and their Nature

- 1 – An absence is recorded when a student fails to attend a lesson or any other compulsory or optional school activity for which they were enrolled.
- 2 – If a lesson consists of consecutive periods, each missed period is recorded as a separate absence.
- 3 – Absences are recorded by the subject teacher or Form Tutor in the appropriate administrative system and may be justified by the parent or guardian.
- 4 – A student is considered absent whenever they fail to comply with punctuality rules, as outlined in Article 5 of Chapter II.
- 5 – In cases of repeated lateness, the Form Tutor or Lead Class Teacher must be informed and, in turn, must notify the parent or guardian.
- 6 – If a student misses a summative assessment test, they may only resit the test if the absence is justified with an official supporting document, in accordance with legal requirements. These absences must always be reported to the Form Tutor.
- 7 – Absences resulting from being sent out of the classroom or disciplinary sanctions are considered unauthorised absences.
- 8 – Participation in school trips or other official school activities does not count as an absence.

Article 10

Exemption from Physical Education

- 1 – A student may be temporarily excused from Physical Education activities for medical reasons, provided they submit a medical certificate specifying the restrictions on physical activity.
- 2 – Even if exempt from participation, the student must still attend the Physical Education lesson and follow the alternative activity assigned by the teacher.
- 3 – If, for valid and justified reasons, the student is unable to remain in the Physical Education lesson, they must be assigned to another supervised educational space where they can be engaged in a pedagogical activity.

Article 11

Justified absences

- 1 – In accordance with applicable legislation, the following reasons are considered justified absences:
- a. A student's illness must be reported in writing by their guardian or, if the student is of legal age, by the student themselves for absences of up to three working days. For absences exceeding three working days, a medical certificate is required. In the case of a chronic or recurrent illness, a single medical declaration may be accepted for the entire school year or until the condition is resolved;
 - b. Mandatory isolation due to a contagious disease affecting a household member, provided it is supported by an official declaration from the relevant health authority;
 - c. Bereavement, within the legally recognised period for justified absences following the death of a family member, in accordance with public sector employment regulations;
 - d. Birth of a sibling, covering the day of birth and the following day;
 - e. Outpatient medical treatment, required due to illness or disability, which cannot be scheduled outside school hours;
 - f. Providing care for an ill family member, in cases where it is proven that no other person is available to provide such care;
 - g. Attendance at prenatal medical appointments, childbirth, and breastfeeding-related absences, in accordance with current legislation;
 - h. Religious observances, provided that they cannot take place outside school hours and are recognised as a commonly accepted practice of the student's faith;
 - i. Participation in recognised cultural, associative, or sporting activities, which are either legally classified as of public interest or considered relevant by the appropriate school authorities;
 - j. Preparation and participation in high-performance sports competitions, as permitted by law;
 - k. Compliance with legal obligations that cannot be fulfilled outside school hours;
 - l. Any other circumstance that prevents the student from attending school or participating in a school activity, provided it is verified as beyond the student's control and deemed justifiable by the Director, Form Tutor, or Class Teacher;
 - m. Absences resulting from preventive suspension during disciplinary proceedings, provided that the student is not subject to any disciplinary sanction, a non-suspensive measure is applied by the school, or the duration of the suspension exceeds the sanction ultimately imposed; Any other circumstances outlined in the school's Internal Regulations.
 - n. Any other circumstances specified in the school's Internal Regulations;
 - o. Any other circumstance that prevents the student from attending school, as long as it is clearly beyond their control or is deemed justifiable by the Form Tutor or Class Teacher.

Article 12

Justification of Absences

1 – A request to justify an absence must be submitted in writing using the official form, via email, or through the *eCommunity* platform. It must be submitted by the parent or guardian, or, in the case of students of legal age, by the student themselves, to the Form Tutor or Class Teacher. The request must specify the date, time, and activity missed, along with the reason for the absence.

2 – The Form Tutor or Class Teacher may request additional supporting documents from the parents, guardian, or student to validate the justification. Any relevant entity contacted for verification must contribute to ensuring the accuracy of the facts.

3 – Absences should be justified in advance if the reason is foreseeable. In all other cases, justification must be provided within three working days after the absence occurred.

4 – If no justification is submitted within the given timeframe, or if the justification is not accepted, this must be communicated within three working days by the Form Tutor or Class Teacher to the parent, guardian, or student (if of legal age) using the most effective communication method available.

Article 13

Absences Due to Lack of Materials

1 – A material-related absence is recorded when a student fails to bring essential learning materials that were previously specified by the teacher.

2 – If a student attends class without the necessary materials, the teacher must log the occurrence.

3 – Material-related absences will be automatically recorded and made available to parents, guardians, or students of legal age via the *eCommunity platform*.

Article 14

Unjustified absences

1 – Absences are considered unjustified when:

- a. No justification is submitted within three working days after the absence;
- b. The justification is not accepted;
- c. The absence results from a disciplinary sanction or a removal from the classroom.

2 – Unjustified absences must be communicated to parents, guardians, or students of legal age by the Form Tutor or Class Teacher within three working days, using the most effective communication method available.

Article 15

Health

1 – Illnesses

- a. If a student contracts a contagious, viral, or any other high-risk communicable disease, the parent or guardian must immediately inform the Form Tutor.
- b. Students displaying symptoms of fever, diarrhoea, vomiting, conjunctivitis, or any other easily transmissible condition are not permitted to attend school until they have been symptom-free for at least 24 hours.
- c. In accordance with public health guidelines issued by the Directorate-General for Health (DGS), all parents of students in the affected class will be notified if a case of illness is identified.

2 – Accidents

- a. Colégio Júlio Dinis International School provides school insurance to cover potential accidents.
- b. All students are covered by the school insurance policy, which must be paid in September or upon the student's first enrolment.
- c. The School Office holds a School Insurance and Reimbursement Table, available for consultation, detailing the coverage limits and risks included in the policy.
- d. In the event of an accident, first aid will be administered to the student. If urgent medical attention is required, the student will be transported by ambulance or a designated school vehicle to a hospital, and the parents or guardians will be notified immediately.

3 – Medication

If a student needs to take medication during school hours, parents or guardians must complete a Medication Administration Authorisation Form. This form must include the student's name, the dosage, the administration schedule, the duration of treatment, and any necessary medical instructions.

4 – Hygiene

Students carrying parasitic infestations (such as head lice) are not permitted to attend school due to the risk of transmission and hygiene concerns. This rule is strictly enforced, and students may only return to school once effective treatment has been completed and they are fully cleared of infestation.

Section IV

Consequences of Exceeding Absence Limits

Article 16

Excessive Unauthorised Absences

- 1 – In each academic year, the number of unauthorised absences may not exceed:
 - a. 10 days, consecutive or non-consecutive, in Primary School;
 - b. Twice the number of weekly lessons per subject in all other key stages or levels of education, without prejudice to the provisions in the following clauses.
- 2 – When a student reaches half of the absence limits stated above, the parents, guardians, or the student (if of legal age) will be urgently contacted to warn them of the consequences of exceeding the absence limits and to seek a solution that ensures compliance with attendance obligations.
- 3 – If contact with the parent or guardian is not possible due to circumstances beyond the school's control, and if the situation is deemed particularly serious, the Child and Youth Protection Commission must be informed of the student's excessive absences.

Article 17

Consequences of Exceeding the Absence Limit

- 1 – If a student exceeds the limit of unauthorised absences, an individual work plan may be introduced to help recover missed learning and ensure that the student meets the curriculum requirements for their level or subject.
- 2 – The implementation of this plan requires the active involvement of the student's parents or guardians.
- 3 – The recovery activities will be determined by the Lead Class Teacher or the respective subject teachers and will prioritise effectiveness and simplicity.
- 4 – Recovery activities must take place after the student has exceeded the absence limit and can only be implemented once per academic year.
- 5 – The above rule applies regardless of the student's year group, or the number of subjects affected. The school will determine when the recovery activities take place and the content to be covered, which will be limited to the lessons missed due to excessive absences.
- 6 – If the student resumes regular attendance, any excess absences will no longer be considered.
- 7 – The obligation to complete recovery activities and corrective measures ceases if the excess absences result from a corrective disciplinary measure, such as a temporary removal from the classroom or suspension.

8 – If a minor student fails to comply with the assigned measures or if these measures are found to be ineffective or impractical, the school is legally required to notify the Child and Youth Protection Commission or, if unavailable, the Public Prosecutor's Office at the Family and Juvenile Court, to seek an appropriate educational solution with the consent and shared responsibility of the parents or guardians.

9 – Repeated failure to comply with attendance requirements or recovery activities may result in the application of disciplinary sanctions, as stipulated in this Internal Regulation.

10 – Students with Special Educational Needs (SEN) will be subject to the provisions of applicable legislation.

Article 18

Absences from Curriculum Enrichment Activities

1 – Attendance at Curriculum Enrichment Activities is mandatory for students who are enrolled.

2 – If a student is persistently absent without justification, they may be removed from the activity. The school will notify the parents or guardian using the most appropriate means.

Section V Disciplinary Action

Article 19

Disciplinary Principles and Objectives

1 – A student is subject to disciplinary proceedings if they fail to comply with the rules outlined in the Internal Regulations, or if they commit any act or omission that violates their responsibilities towards other members of the Educational Community, disregarding the values and principles of the Educational Project or disrupting the normal functioning of the school and its activities.

2 – Depending on the seriousness of the infraction, disciplinary action may involve the application of corrective measures or disciplinary sanctions.

3 – All corrective and disciplinary sanctions serve educational, preventive, deterrent, and integrative purposes. Their aim is to ensure that students uphold their responsibilities, promote respect for teachers and school staff, and safeguard the security and well-being of the Educational Community.

4 – These measures also aim to ensure the smooth running of the school, correct disruptive behaviour, reinforce students' civic education, support their social development and integration into the school community, and foster responsibility and personal growth..

5 – Disciplinary sanctions also serve a punitive purpose, considering the seriousness of the infraction and the importance of the duty violated.

6 – Any corrective or disciplinary measure must be aligned with the student's educational needs, ensuring it contributes to their academic development, the classwork plan, and the Educational Project.

7 – The definition, authority, and procedures for applying corrective and disciplinary sanctions are established in the Internal Regulations and the Student Code of Conduct.

8 – The application of disciplinary sanctions requires the initiation of disciplinary proceedings.

9 – In addition to corrective and disciplinary measures, the Pedagogical Directorate may decide that the student must repair or replace damaged property. If this is not possible, the student or their family may be required to compensate for the damage caused to the school or third parties. The amount of compensation may be reduced, at the discretion of the Pedagogical Directorate, based on the student's level of responsibility and socio-economic situation.

Article 20

Scope of Disciplinary Action

Disciplinary action applies within the school premises but may also extend beyond when school activities take place outside the school or when off-campus actions have a direct impact within the school, damage its reputation, or affect the good name of the institution and/or members of the Educational Community.

Article 21

Reporting an Incident

Any teacher, non-teaching staff member, or student who witnesses or becomes aware of behaviour that may constitute a disciplinary offence must immediately report the matter to the Form Tutor or School Management.

Article 22

Determination of Disciplinary Measures

When determining the appropriate corrective or disciplinary measure, several factors must be taken into account, including the seriousness of the infraction, the student's age, their degree of culpability, previous academic performance, family and social environment, disciplinary history, and any surrounding circumstances that may either aggravate or mitigate their responsibility.

Article 23

Corrective Measures

1 – Corrective measures are primarily educational, preventive, and integrative, serving as a deterrent while promoting student reintegration into the school environment.

2 – The following are considered corrective measures, without prejudice to others that may be included in the school's Internal Regulations:

- a. A verbal warning;
- b. Temporary removal from the classroom;
- c. Removal from the classroom and any other school-related activities;
- d. Engagement in school or community service tasks, which may include extended daily or weekly attendance at school or the designated activity location, in accordance with the provisions of the following article;
- e. Restricted access to certain school areas, materials, or equipment, except those necessary for curricular activities;
- f. Transfer to another class;
- g. Suspension of re-enrolment for the following academic year.

3 – The application of the corrective measures provided for in paragraphs d), e), f) and g) of paragraph 2 is the responsibility of the Pedagogical Direction, which, for this purpose, always hears the Class Director or the Head Class Teacher to which the student belongs.

4 – It is incumbent upon the Pedagogical Direction, within the scope of the respective Internal Regulations, to identify the activities, place and period during which they take place and to define the procedures to be applied.

5 – The application of corrective measures is communicated to the parents or guardian by the most expeditious means.

Article 24

Verbal Warning

1 – A verbal warning is issued to a student as a formal reminder when their behaviour disrupts the normal functioning of school activities or interpersonal relationships in the learning environment. The purpose of this warning is to alert the students to inappropriate conduct, encourage them to correct their behaviour, and reinforce their responsibility in complying with their duties as a student.

2 – In the classroom, only the teacher has the authority to issue a verbal warning.

3 – Outside the classroom, a verbal warning may be issued by any teacher or non-teaching staff member.

Article 25

Temporary Removal from the Classroom

The teacher issuing the removal is responsible for determining how long the student must remain outside the classroom before being allowed to return to the learning environment.

Article 26

Order to Leave the Classroom

1 – An order to leave the classroom is a precautionary measure applied to a student who disrupts the learning environment, preventing the normal teaching and learning process. The measure is intended to restore order and prevent further disruption.

2 – This measure is enforced solely by the teacher and results in an unauthorised absence being recorded, while the student remains on school premises under supervision.

3 – If a student is ordered to leave the classroom three times by the same teacher or five times in total by any teacher within the same academic year, the case must be reviewed by the Class Council. The purpose of this review is to identify the underlying causes of repeated misconduct and assess the need for additional corrective or disciplinary measures, in accordance with this regulation.

Article 27

School or Community Integration Activities

1 – School and community integration activities are designed for students who engage in disciplinary infractions. These activities involve educational tasks that reinforce civic responsibility, personal accountability, and learning development.

2 – These activities must be carried out in a way that does not interfere with the student's learning process, although they may require the student to remain at school for additional daily or weekly hours beyond their regular timetable.

3 – Whenever possible and necessary, integration activities should include the repair of any damage caused by the student.

4 – The following are considered school and community integration activities:

- a. Any task within the student's ability and age level that involves repairing the consequences of their misconduct;
- b. Tidying and cleaning school facilities and equipment;
- c. Assisting in the operation of the school library;

- d. Providing support in school dining services;
- e. Other activities suggested by educators or the Disciplinary Class Council, deemed appropriate for corrective educational purposes as outlined in section 1.

5 – The implementation of these measures is authorised for the following individuals and bodies: Form Tutors, teachers and non-teaching staff, and the Pedagogical Directorate.

Article 28

Restricted Access to School Spaces and Equipment

1 – Restricted access involves temporarily prohibiting a student from using certain school spaces, equipment, or materials for a specified period.

2 – This measure must not prevent the student from accessing essential materials required for their learning activities and cannot extend beyond the academic year in which it is applied.

Article 29

Class Transfer

1 – A class transfer is a corrective measure that may be imposed at any time during the academic year when a student's behaviour and attitude indicate that such a change would be beneficial to their personal development and help preserve a positive learning environment for their classmates.

2 – This measure is exclusively determined by the Pedagogical Directorate, which may seek a prior recommendation from the Class Council.

Article 30

Suspension of Re-Enrolment

1 – The suspension of re-enrolment for the following academic year is a corrective measure that may be imposed at any time during the school year as a consequence of a student's behaviour and attitude. It should be applied if it is deemed that such a measure may encourage a positive change in the student's conduct throughout the academic year.

2 – This measure is exclusively determined by the Pedagogical Directorate, which may seek a prior recommendation from the Class Council.

3 – At the end of the academic year, the Pedagogical Directorate has the authority to issue either a favourable or unfavourable decision regarding the student's re-enrolment.

Article 31

Disciplinary Sanctions

1 – Disciplinary sanctions serve as a formal reprimand for a student's misconduct. Any staff member (teacher or non-teaching staff) who witnesses or becomes aware of such behaviour must immediately report the incident to the Form Tutor, who will then escalate the matter to the School Management.

2 – In cases of serious or very serious infractions, the following disciplinary sanctions may be applied:

- a. Written reprimand (recorded in the student's file;
- b. Suspension of up to 3 school days;
- c. Suspension of between 4 and 12 school days;
- d. Transfer to another school;
- e. Expulsion from School.

Article 32

Written Reprimand

1 – A written reprimand is a formal disciplinary record issued to a student whose behaviour disrupts the normal functioning of school activities or negatively impacts relationships within the Educational Community. This measure is applied when the seriousness or recurrence of misconduct warrants a documented warning. The reprimand is filed in the student's individual record.

2 – This measure may be applied by the subject teacher if the infraction occurs inside the classroom. In all other situations, it falls under the authority of the Pedagogical Directorate.

3 – Whenever this measure is imposed, it must be formally recorded in the student's file, including the name of the issuing authority, the date of issuance, and the justification for the reprimand.

Article 33

Suspension of up to 3 School Days

1 – A suspension of up to 3 school days prohibits a student, aged ten years or older, from attending school activities. This may include a ban from entering school premises if the student's disruptive behaviour constitutes a serious disciplinary infraction and if suspension is deemed the only appropriate measure to ensure accountability and compliance with school obligations.

2 – As a deterrent measure, suspension of up to 3 days is imposed by the Pedagogical Directorate, following a formal disciplinary process that includes fact-based justification and allows the student to exercise their right to be heard and defend themselves.

3 – The Pedagogical Directorate, after consultation with the student's parents or guardian, is responsible for determining the specific conditions of the suspension. The school must also provide the student with an academic work plan to ensure continued learning, with the active involvement and responsibility of the parents or guardian.

Article 34

Suspension between 4 and 12 School Days

1 – The Pedagogical Directorate is responsible for deciding on the disciplinary sanction of suspension for a period between 4 and 12 school days, following the completion of disciplinary proceedings. The Class Council may be consulted before a final decision is made.

Article 35

School Transfer

1 – The disciplinary sanction of school transfer is imposed by the Director-General for Education, with the option to delegate authority, following the completion of disciplinary proceedings, as outlined in Article 30 of the Student Code of Conduct. This measure is applied when a student's behaviour severely disrupts the learning process of other students or significantly affects relationships within the Educational Community.

2 – This measure only applies to students aged 10 years or older. If the student is still within compulsory education, the school transfer will only be enforced if another school is available in the same location or in the nearest town, provided public or school transport is accessible.

Article 36

Expulsion from School

1 – The disciplinary sanction of expulsion is imposed by the Director-General for Education, with the option to delegate authority, following the completion of disciplinary proceedings as outlined in Article 30 of the Student Code of Conduct. As a consequence of expulsion, the student is required to repeat the academic year in which the sanction was applied and is prohibited from entering school premises for the remainder of that academic year, as well as for the two subsequent school years.

2 – Expulsion from school is only applied to students of legal age when it is evident that no other disciplinary measures or forms of accountability would be effective in ensuring compliance with student responsibilities.

Article 37

Combination of Disciplinary Measures

- 1 – Corrective measures may be combined with one another.
- 2 – One or more corrective measures may be combined with a single disciplinary sanction.
- 3 - Notwithstanding the provisions above, only one disciplinary sanction may be applied per infraction.

Article 38

Disciplinary Sanctions and Disciplinary Procedure

- 1 – The Pedagogical Directorate is responsible for initiating disciplinary proceedings.
- 2 – Within two working days of becoming aware of the incident, the Pedagogical Directorate must issue a formal order to initiate proceedings and appoint an instructor, who must be a teacher from the school. The student's parent or guardian must also be notified.
- 3 – The appointed instructor must be informed of their role on the same day the disciplinary proceedings are initiated.
- 4 – The disciplinary investigation must be completed within six working days from the date the instructor is notified. During this period, all necessary inquiries must be conducted, including an oral hearing with the student and their parent or guardian.
- 5 – A one-day notice period must be given for the oral hearing. If the student or their guardian fails to attend, the hearing will proceed as scheduled unless a valid justification is provided before the hearing begins, in which case it may be postponed.
- 6 – If the parent or guardian does not attend, the student may be heard in the presence of a teacher of their choice and their Form Tutor. If neither is available, the Pedagogical Directorate will appoint another teacher from the student's class to be present.
- 7 – A written record (minutes) of the hearing must be produced, summarising the statements made by all involved parties.
- 8 – Once the investigation is complete, the instructor must submit a final report to the Pedagogical Directorate within three working days, which must include:
 - a. A detailed description of the facts, including the time, manner, and location of the incident;
 - b. The specific school rules or legal provisions that were violated;
 - c. The student's disciplinary history, noting any aggravating or mitigating circumstances;
 - d. A recommendation for the appropriate disciplinary sanction or a proposal to close the case without sanction.

9 – If the disciplinary sanction involves the student's exclusion from school, this decision must be communicated to the parents or guardians within two working days.

Article 39

Expedited Disciplinary Procedure

1 – The investigative phase of the disciplinary procedure may be waived if the student (aged 12 or older) voluntarily, consciously, and freely acknowledges the facts attributed to them. This must be requested by the student and confirmed during a hearing conducted by the appointed instructor within two working days following their appointment. However, the hearing cannot take place within 24 hours of the alleged infraction to allow time for due consideration.

2 – The following individuals must be present at the acknowledgement hearing:

- a. The Form Tutor (or, if unavailable, another teacher from the student's class appointed by the Pedagogical Directorate);
- b. A teacher of the student's choice from the school.
- c. The student's parent or guardian.

3 – The hearing proceeds even if the parent or guardian fails to attend, provided they were duly summoned.

4 – The sole purpose of those present is to ensure and attest that the student fully understands the charges and consequences of their actions and that their statement of recognition is made freely and voluntarily.

5 – A formal written record, detailing the statement of facts, must be prepared during the hearing. This document must include the specific facts attributed to the student as well as the school rules and legal provisions that have been violated.

6 – Before any signature is obtained, the document must be read aloud and explained to the student by the instructor. The student must be clearly informed that they are not obliged to sign the document.

7 – The facts are only considered officially acknowledged if all present sign the document, with the student signing first before any other party.

8 – If the student acknowledges the facts, this will be considered a mitigating factor, concluding the investigative phase and proceeding directly to the next procedural steps outlined in the previous article.

9 – If the student refuses to acknowledge the facts, the full disciplinary investigation must proceed. However, the instructor may take advantage of the presence of all relevant parties to conduct the oral hearing, as required in the previous article.

Article 40

Composition of the Disciplinary Class Councils

1 – When a Disciplinary Class Council is required under the applicable legislation and the school's Internal Regulations, it will be composed of:

- a. The Pedagogical Director, or their representative, who convenes and chairs the meeting;
- b. Teachers assigned to the class or the Form Teacher (for Primary Education);
- c. A representative of the parents and guardians of the students in the class;
- d. The Class Delegate or Deputy Delegate, in the case of Lower and Upper Secondary Education.

2 – The Pedagogical Directorate may invite a Specialised Educational Support Services staff member, such as a School Psychologist, to attend the Disciplinary Class Council.

3 – Individuals with a direct or indirect personal interest in the matter under review may not participate in the Disciplinary Class Council.

Article 41

Preventive Suspension of a Student

1 – At the initiation of disciplinary proceedings, the Pedagogical Directorate may impose a preventive suspension by means of a reasoned order, either:

- a. At the time of initiating disciplinary proceedings, by decision of the authority responsible for the case;
- b. During the disciplinary proceedings, following a recommendation from the appointed instructor;
- c. Their presence at school would interfere with or hinder the disciplinary proceedings.

2 – The duration of preventive suspension is determined by the Pedagogical Directorate, based on the specific circumstances of the case. If necessary, it may be extended until the final decision is issued. However, it cannot exceed 10 school days.

3 – The impact of the student's absence on their academic progress and assessment will be determined once the final disciplinary decision has been made, in accordance with the school's Internal Regulations.

4 – The days of preventive suspension served by the student will be deducted from any final disciplinary sanction imposed.

5 – Parents and guardians must be immediately informed of the preventive suspension. If the Pedagogical Directorate considers the situation serious, they must also notify the Child and Youth Protection Commission or, if unavailable, the Public Prosecutor's Office at the Family and Juvenile Court.

6 – During the period of preventive suspension, the student will be assigned an academic work plan, which must be completed with the active involvement and responsibility of the parents or guardian.

7 – The preventive suspension must be electronically reported by the Pedagogical Directorate to the Ministry of Education, Science, and Innovation, specifically the School Safety Coordination Unit. This report must provide a summary of the individuals involved, the facts of the case, and the circumstances leading to the suspension.

Article 42

Final Decision

1 – The final decision of the disciplinary proceedings, including its full justification, must be issued within a maximum of two working days from the moment the competent authority receives the instructor's report, except as stated in point 4 of this article.

2 – The final decision must establish the starting date for the enforcement of the disciplinary sanction, unless a suspension of enforcement is granted as described in the following point.

3 – The enforcement of a disciplinary sanction, except for school transfer, may be suspended for a set period under terms considered fair, appropriate, and reasonable by the decision-making authority. However, this suspension will be revoked immediately if the student commits another disciplinary offence during the suspension period.

4 – If the disciplinary sanction involves exclusion from school, the final decision must be issued within five working days.

5 – The final decision must be personally communicated to the student, parent, or guardian on the next working day after the decision has been made.

6 – If personal notification is not possible, the decision must be sent by registered post with acknowledgment of receipt. In this case, the student, parent, or guardian is considered officially notified on the date they sign for the letter.

7 – If the student is a minor, and the disciplinary sanction involves suspension from school for more than five working days, without a suspension of enforcement, the Pedagogical Directorate is required to notify the Child and Youth Protection Commission.

Article 43

Implementation of Corrective and Disciplinary Sanctions

- 1 – The Form Tutor is responsible for monitoring the student during the implementation of any corrective or disciplinary sanction. They must coordinate with the student's parents or guardians and the subject teachers, ensuring the necessary educational support and fostering shared responsibility among all parties for the educational impact of the measure.
- 2 – This responsibility is especially important when a student is engaged in a corrective measure involving school integration activities or when returning to school after serving a disciplinary suspension.
- 3 – If, during the implementation of a corrective school integration measure, the student fails to attend for an extended period, preventing the measure from being effective, the duration of the measure will be extended for the period corresponding to the student's absence.
- 4 – If a student refuses to cooperate in carrying out the corrective measure of school integration, such as by failing to complete assigned tasks, they will be subject to new disciplinary proceedings. These proceedings may result in either the reapplication of the same corrective measure with increased severity or the imposition of a more serious disciplinary sanction.

Article 44

Appeal against a Disciplinary Decision

- 1 – A student, parent, or guardian may appeal against a disciplinary sanction within five working days of the final decision. The appeal must be submitted to the school's administrative office and addressed to the Pedagogical Directorate.
- 2 – The appeal generally has a non-suspensive effect, except in cases involving disciplinary sanctions that require suspension from school.
- 3 – The Pedagogical Directorate will appoint a rapporteur from among its members to review the appeal and submit a recommendation for a decision.
- 4 – To assess the appeal, the Pedagogical Directorate may establish a special committee within the Pedagogical Council, which includes teachers. One of the committee members will act as the rapporteur.
- 5 – The final decision on the appeal must be issued within 15 working days and will be communicated directly to the concerned parties.
- 6 – If the disciplinary sanction involves exclusion from school, the appeal is only relevant for the purposes of recording the measure in the student's disciplinary file. According to the school's Internal Regulations, it is understood that, upon enrolment, the education service contract between the school and the parent

or guardian grants the school the right to exclude a student whose serious misconduct repeatedly violates the principles of the Educational Commitment or disrupts the well-being of their peers and the learning environment.

Article 45

Parental Involvement in the Disciplinary Process

During disciplinary proceedings, parents and guardians are expected to assist in establishing the facts of the case and ensure that any disciplinary measures imposed on their child fulfil their intended educational purpose. This includes reinforcing civic education, promoting personal development, supporting social integration, fostering a sense of responsibility, and contributing to the student's learning progress.

Article 46

Civil and Criminal Liability

- 1 – The application of corrective or disciplinary sanctions does not exempt the student or their legal representative from civil or criminal liability under general legal principles.
- 2 – If a student aged between 12 and 16 commits an act that may be classified as a criminal offence, the School Management must notify the Public Prosecutor's Office at the competent juvenile court, except in cases requiring immediate police intervention.
- 3 – If the student is under 12 years old, the incident must be reported to the Child and Youth Protection Commission or, if unavailable, to the Public Prosecutor's Office at the relevant court.
- 4 – The initiation of criminal proceedings for acts that qualify as a crime and also warrant disciplinary sanctions depends on a formal complaint by the School Management. This decision must balance the educational community's interest in pursuing legal action against the educational interests of the student involved.
- 5 – The above provisions do not affect the right of any member of the Educational Community who has been harmed to file a personal complaint or seek legal protection for their rights and interests.

Article 47

Consequences of Absences Due to Suspension

In accordance with Article 14(4) of the Student Code of Conduct, during a student's suspension period, all missed classes will be recorded as unauthorised absences.

Article 48

Participation in Educational Visits

The school reserves the right to deny a student's participation in educational trips, cultural excursions, or final-year trips if:

- a. Disciplinary sanctions or corrective measures have been applied to the student;
- b. The student has not met academic performance expectations or has demonstrated a persistent and ongoing lack of engagement;
- c. The student has exceeded the legally defined absence limit, either repeatedly in the same year or across consecutive school years;
- d. The student's parent or guardian has not settled overdue tuition fees.

Section VI Assessment

Article 49

Student Learning Assessment

- 1 – The assessment of students in Primary and Secondary Education is governed by official regulations issued by the Ministry of Education, in accordance with published legislation.
- 2 – In line with the Educational Project of the school and the above-mentioned legislation, the school establishes specific assessment procedures and criteria, outlined in the Internal Regulations and approved by the relevant governing bodies.
- 3 – The Pedagogical Council is responsible for approving the Assessment Framework, which defines the assessment criteria and descriptors for each school cycle and year group, as well as the weightings for each assessment domain.
- 4 – The Assessment Framework will be made available to parents and guardians via the school's website and the *eCommunity* platform.
- 5 – Teachers must clearly explain the assessment criteria and descriptors to students at the beginning of the academic year.
- 6 – In Secondary Education, all exam simulations for a given subject and year group must take place at the same time for all students.

- 7 – Exam simulations may be scheduled outside students' regular class periods.
- 8 – A student's absence from a test or exam simulation can only be justified under the conditions specified in Article 11 of Chapter II. If the absence is justified, the Pedagogical Directorate will decide whether the student is eligible to resit the test or simulation, taking into account their academic record.
- 9 – In Primary Education, student grades are expressed both as percentages (ranging from 0–100%) and qualitative descriptors. These descriptors include *Fraco* (Poor), *Insuficiente* (Insufficient), *Suficiente* (Satisfactory), *Bom* (Good), and *Muito Bom* (Excellent), providing a clear assessment of academic performance.
- 10 – In Secondary Education, grades are expressed in three formats: points (0–200), values (0–20), and qualitative descriptors. These descriptors include *Fraco* (Poor), *Insuficiente* (Insufficient), *Suficiente* (Satisfactory), *Bom* (Good), and *Muito Bom* (Excellent), providing a comprehensive evaluation of student performance.
- 11 – Test papers must clearly display the mark allocations for each question.
- 12 – Across all educational levels, teachers must correct and return test results within a maximum of 15 working days, providing students with both the exam questions and their answer sheets.
- 13 – Unless the student is of legal age, the parent or guardian must sign the answer sheets and test papers to acknowledge receipt.
- 14 – If a parent or guardian fails to sign the test documents, the Form Tutor must be informed and must notify the parent or guardian using the most effective communication method.
- 15 – Tests should preferably be scheduled with a minimum 24-hour gap between them, except in justified cases.
- 16 – No more than three tests should be scheduled per week, whenever possible.
- 17 – The administration of interim tests and standardised assessments in both Primary and Secondary Education should be encouraged, but their necessity is subject to the discretion of the Curriculum Departments.

Article 50

Student Participation in the Assessment Process

- 1 – Students have the right to participate in their own assessment process.
- 2 – Each teacher must inform students about the assessment domains, weightings, descriptors, criteria, and tasks that apply to their subject.

3 – At the end of each semester, students must complete a self-assessment, using a structured form provided by the subject teacher.

Article 51

Parental Participation in the Assessment Process

1 – To ensure proper monitoring of a student's academic progress, it is essential to establish a regular and open dialogue between parents or guardians and the school.

2 – For issues specifically related to a student's academic performance, this communication should preferably take place through:

- a. The Early Years Teacher, for students in Pre-School Education;
- b. The Class Teacher, for students in Primary Education;
- c. The Form Tutor, for students in Lower Secondary, Upper Secondary, and Sixth Form Education.

3 – For matters related to the school as an institution, communication should be directed to the Pedagogical Directorate.

4 – Email and the *eCommunity* platform are the preferred communication channels between the school and parents or guardians. Therefore:

- a. During the first class meeting, the Lead Class Teacher or Form Tutor must provide parents with email addresses and login credentials for the *eCommunity* platform;
- b. The parent or guardian must verify their contact details on the platform and update or confirm any additional contact information with the Form Tutor;
- c. If other means of contact fail, the school will send registered letters to the address provided at enrolment;
- d. The Pedagogical Directorate must establish contact hours for parents, taking into account work commitments, including the provision of after-school consultation hours where necessary.

5 – Parents or guardians may request a review of their child's final grade within three working days of the publication of results. To do so, they must provide concrete supporting evidence based on the Assessment Framework and relevant student performance records.

Article 52

Honours and Merit Recognition

1 – The Honours Board recognises students who demonstrate outstanding academic achievement at the end of each school year, based on internal assessment criteria.

2 – In Year 4, students qualify for the Honours Board if they:

- a. Achieve an overall grade of "Muito Bom" (Excellent);
- b. Have no recorded disciplinary sanctions, except for a verbal warning.

3 – In Lower and Upper Secondary Education, students qualify for the Honours Board if they achieve a final average of at least 4.75.

4 – In Sixth Form (Secondary Education), students qualify for the Honours Board if they achieve a final average of at least 18.0 points, based on their second-semester grades.

5 – The Merit Board reflects Colégio Júlio Dinis' commitment to recognising students who display notable personal growth, resilience, altruism, solidarity, and voluntary community service. This recognition applies to students in both Primary and Secondary Education, as well as the corresponding levels in the International School, based on criteria and procedures outlined in the Merit Board Regulations.

6 – The names of students selected for the Honours Board and Merit Board will be publicly announced using the most appropriate communication channels.

Section VII

Student Individual Record

Article 53

Student Individual Record

1 – A student's academic journey must be systematically documented in the Student Individual Record, as required by the Student Code of Conduct. This record follows the student throughout their school career, enabling effective monitoring and appropriate intervention.

2 – Information contained in the Student Individual Record, particularly relating to disciplinary matters or personal and family background, is strictly confidential. All members of the Educational Community with access to this information are bound by confidentiality obligations.

3 – The Student Individual Record must accompany the student whenever they transfer to another school or educational institution.

4 – The Student Individual Record, which includes personal identification details, must also contain:

- a. Assessment records, documenting both internal and external evaluations;
- b. Medical and/or psychological reports, if applicable;

- c. Technical-pedagogical reports, individual educational programmes, and identification of specific curricular adaptations, where relevant;
- d. Records of participation in student representation, school committees, cultural, artistic, sports, scientific, and civic engagement projects, as well as other socially significant activities conducted within the school;
- e. Any other relevant documents deemed necessary by the school.

7 – Access to the Student Individual Record is granted to teachers, the student, the parent or guardian, school management and administration staff, and school employees responsible for student records and social support services. The confidentiality of all personal data contained within the record must be strictly upheld.

Section VIII Student Representation

Article 54

General provisions

1 – Students are represented by the Class Delegate and Deputy Delegate, as well as by the Class Delegates' Council, in accordance with legislation and these Internal Regulations.

2 – From Year 5 onwards, students may also establish a Student Association, in line with legislation and these Internal Regulations.

Article 55

Class Delegate and Deputy Delegate

1 – The Class Delegate is the elected representative of their class, chosen by their peers under the supervision of the Form Tutor.

2 – A Deputy Delegate is elected alongside the Class Delegate, assisting in their responsibilities and substituting them in their absence.

3 – The responsibilities of the Class Delegate include:

- a. Acting as the primary liaison between students, teachers, and school leadership;
- b. Collaborating directly with the Form Tutor to address class-related issues;
- c. Participating in Class Delegates' Council meetings.

4 – The Class Delegate and Deputy Delegate have the right to request class meetings with the Form Tutor to discuss matters related to the functioning of the class, provided they do not disrupt academic activities.

5 – At the initiative of the students or the Form Tutor, the representative of the parents and guardians may be invited to participate in these class meetings.

6 – If a Class Delegate or Deputy Delegate fails to fulfil their responsibilities, their mandate may be revoked at any time during the academic year by the Form Tutor or Pedagogical Directorate.

Article 56

Student Council

1 – According to its Statutes, the Student Council aims to:

- a. Represent students and advocate for their interests;
- b. Promote the holistic development of students in line with the school's Educational Commitment;
- c. Foster connections between the school, its students, and the wider socio-economic and political environment;
- d. Encourage a school environment based on freedom, equality, and solidarity;
- e. Facilitate student engagement in educational discussions and decision-making;
- f. Collaborate with national and international student organisations whose principles align with those outlined here.

2 – The Student Association may also pursue additional objectives suggested by the School Management, as long as they align with the association's mission and do not contradict the school's principles.

3 – At the start of each academic year, the Student Association leadership must submit an activity plan for discussion and approval by the School Management. Once approved, the plan will be incorporated into the school's Annual Activity Plan.

4 – The Student Association may not carry out any activities that are not included in the approved Annual Activity Plan, unless explicitly authorised by the School Management.

5 – Although the Student Association is formed by students from Year 5 onwards, it may propose activities for all age groups within the school.

6 – The leadership of the Student Association consists of students from Year 9 and above, elected by students from Year 5 onwards. The election process is overseen by the School Management and follows a specific set of regulations.

7 – In all matters not covered by these Internal Regulations, the Student Association operates under its own Statutes, as approved by the Pedagogical Council, provided they do not contradict the principles and

rules in force at the school.

Section IX

Student Admission, Attendance, and Re-Enrolment

Article 57

Pre - Enrolment

- 1 – To enrol their child at the school, parents or guardians must first submit an application through a pre-enrolment process.
- 2 – Pre-enrolments can be submitted at any time at the School Office, for any future academic year.
- 3 – Once the number of pre-enrolled students for a particular academic year reaches the limit set by the school for its selection process, pre-enrolments for that year will be closed.
- 4 – Pre-enrolment does not guarantee admission to the school.

Article 58

Admission Process

- 1 – For students who have pre-enrolled for a given academic year, the school will conduct a selection and admission process during the preceding academic year. This process may include some or all of the following phases, depending on the student's intended year group and the availability of places:
 - a. Completion of a questionnaire by the parents or guardians;
 - b. Interaction between the student and the school, including an assessment of the applicant's profile. Reports from the student's previous school may also be requested;
 - c. Interviews with the student's family, including both parents or guardians and the student, are conducted for those applying for mid-level entry into Primary Education (Key Stage 1 and 2) and for Year 7 and above in Secondary Education;
 - d. Meetings with parents and guardians, where the school presents its Educational Project and facilities.
- 2 – Based on the information collected during these phases and the admission criteria, the school will make a final selection.
- 3 – Once a student is offered a place, they must complete their final enrolment within the specified deadline. Failure to do so will result in forfeiting the place.

Article 59

Admission Criteria

1 – The school will conduct an annual selection process for all pre-enrolled candidates, considering the following factors:

- a. Availability of places;
- b. Alignment with the values and principles of the school's Educational Project;
- c. Close family ties to current school staff;
- d. Close family ties to current students;
- e. Close family ties to former students (alumni);
- f. Student's personal profile;
- g. Student's academic record;
- h. Order of pre-enrolment submission;
- i. Other factors deemed relevant by the school's administration.

2 – These factors will be considered collectively, meaning that no single criterion is automatically prioritised over others.

3 – Race, religion, social status, or political beliefs of the student or their family will never be considered as exclusionary factors in the admission process.

Article 60

Attendance at the School

1 – A student's attendance at the school is governed by an educational service contract established between the school and the parent or guardian, which is formalised through the signing of the enrolment form.

2 – Under this contract, attendance at the school requires both the student and their parent or guardian to comply with a set of obligations outlined in these Internal Regulations.

3 – In addition to the disciplinary measures provided in these regulations, the school reserves the right to exclude a student at any time in the following circumstances:

- a. If the student's actions seriously violate the guiding principles of the school's Educational Project;
- b. If the student consistently exhibits inappropriate behaviour that is detrimental to themselves or their classmates;
- c. If the student accumulates an excessive number of unauthorised absences;
- d. If persistent conflicts arise between the school and the parent or guardian, hindering effective

communication and collaboration;

- e. If a parent or guardian behaves in a way that disrespects or undermines the dignity or professionalism of school staff or damages the school's reputation;
- f. If the parent or guardian fails to fulfil their obligations, particularly in cases of non-payment or late payment of tuition fees.

4 – In the event of exclusion due to the reasons stated above, the parent or guardian will be given 15 days to identify a new school for the student's transfer. During this period, the student may continue attending classes at the school.

5 – If, after 15 days, the parent or guardian has not arranged the student's transfer, the school bears no responsibility for the student's failure to attend compulsory education.

6 – If there are outstanding tuition fees at the time of the student's departure, the parent or guardian must sign a legally binding document acknowledging the debt and agreeing to repayment.

7 – Former students who have completed Secondary Education at the school may continue attending classes, provided they pay an annual enrolment fee and a monthly tuition fee per subject.

Article 61

Conditions of Attendance

1 – Compulsory services include all educational services as per the approved curriculum for each stage of education. Optional services include the school lunch service, study support (Mais Estudo), extended hours supervision, and curriculum enrichment activities.

2 – Parents or guardians must ensure the timely payment of tuition fees, as set annually by the school.

3 – The annual tuition fee is divided into 11 monthly instalments, payable from September to July, inclusive. Payments must be made by the 8th of each month.

4 – Families with more than one child enrolled at the school receive tuition discounts, with a 10% reduction applied to the second child. Any additional discount for further children is subject to evaluation by the Administrative Directorate and will be communicated to the parent or guardian. Discounts are applied to the youngest enrolled children.

5 – Students arriving from abroad or enrolling in the international school must pay an administrative enrolment fee and three months of tuition in advance, in addition to the regular monthly payments.

6 – A material fee is required, covering access to Escola Virtual, Office 365, and other learning resources.

7 – Optional services, including extended hours, study support, and curriculum enrichment activities, are billed monthly.

8 - Withdrawal or modification of optional services must be formally requested in writing by the parent or guardian at the School Office by the 8th of the month prior to the change.

9 – Late payments incur additional charges, as follow:

- a. €5 if paid between the 9th and 11th of the respective month;
- b. €10 if paid between the 12th and 20th of the respective month;
- c. €20 if paid from the 21st onwards.

10 – A student may not begin a new month of attendance unless all previous outstanding fees are paid. If a payment deadline coincides with the end of the month, the student may be denied access from the second half of the following month if the balance remains unpaid.

11 – No refunds will be issued after the start of school activities or service provision, regardless of the reason for withdrawal.

12 – Tuition fees will not be reduced due to non-attendance at school or non-use of optional services, regardless of the reason provided.

13 – For curriculum enrichment activities (AEC), the monthly fee will be adjusted if a school break lasts two weeks or more. Additionally, if public holidays fall on the same weekday throughout the month, the fee will be adjusted accordingly. In cases where a teacher is absent, their lessons will be rescheduled.

Article 62

Re-Enrollment

1 – To ensure proper planning of the academic year, parents and guardians must complete the re-enrolment process for their child in two stages:

- a. Administrative renewal, which requires submitting a formal re-enrolment form confirming the student's intent to continue at the school. This renewal is only validated upon payment of the re-enrolment fee;
- b. Academic renewal, which must be completed via the *eCommunity* platform, including the selection of subjects for the student's upcoming year and updating personal information if necessary. The school may request official documents from the parent, guardian, or student (if of legal age) to verify the data entered on the platform.

2 – If parents or guardians fail to complete the re-enrolment process, the school does not guarantee the student's place for the following academic year.

3 – The school reserves the right to refuse re-enrolment for students who:

- a. Exhibit behaviour or attitudes inconsistent with the values of the school's Educational Project;

- b. Have parents or guardians who demonstrate behaviour that contradicts the principles of the Educational Project;
- c. Have been subject to disciplinary sanctions;
- d. Have not achieved satisfactory academic performance or have consistently displayed a lack of engagement;
- e. Have exceeded the legal absence limit, either repeatedly in the same year or across multiple years;
- f. Have been held back more than once, even if not in consecutive years;
- g. Have consistently received grades below Level 3 in core subjects required for scientific-humanistic pathways in Secondary Education;
- h. Have parents or guardians who have not settled outstanding tuition fees.

Article 63

Transition to Secondary Education

1 – During Year 9, a guidance and support process is conducted under the responsibility of the School Management, the Psychology Service, and Year 9 Form Tutors. This process aims to provide clarification and support to students, parents, and guardians to facilitate a smooth transition and assist in decision-making regarding options for Secondary Education.

2 – After completing this process, parents and guardians must formally state their intentions regarding their child's continued enrolment at the school and the chosen study options for Secondary Education.

3 – After completing this process, parents and guardians must formally state their intentions regarding their child's continued enrolment at the school and the chosen study options for Secondary Education.

4 – Once the intentions of parents and guardians have been assessed, the school will inform them whether the necessary conditions for continued enrolment have been met.

5 – Admission into Secondary Education at the school is subject to the following criteria:

- a. The student's previous attitude towards the school's Educational Project;
- b. The student's willingness to remain at the school;
- c. The student's disciplinary record;
- d. The level of engagement and support provided by the parent or guardian throughout the student's time at the school;
- e. The student's academic performance;
- f. The availability of the selected course, space in the course, and the chosen optional subjects.

6 – These criteria are ranked in order of importance, although all will be taken into account when evaluating a student's eligibility to continue their education at the school.

7 – Students who clearly do not meet the required criteria will not be permitted to enrol in Secondary Education at the school.

8 – If the number of applicants exceeds available places, students who best meet the criteria—with priority given to those who rank highest in the hierarchical order of criteria—will be admitted.

9 – The school reserves the right to determine which courses and optional subjects will be offered, based on the number of enrolled students and the availability of teaching staff. This decision may be made even after the acceptance of a student's enrolment or re-enrolment.

Section X Final Provisions

Article 64

Unspecified Cases

Any situations not covered in this chapter will be analysed and resolved by the School Management.

CHAPTER III – EDUCATORS

Section I Educational Community

Article 1

Educational Community – Definition

The Educational Community of the school comprises students, parents and guardians, teachers, and non-teaching staff, in accordance with their respective responsibilities and competencies, without prejudice to contributions from external entities.

Article 2

General Rights of the Educational Community

1 – All members of the Educational Community have the right to:

- a. Receive respectful and supportive communication that fosters a harmonious relationship among all members of the school community;
- b. Experience a school environment that ensures well-being, enabling them to perform at their best;
- c. Participate in school life, contributing within their roles to cultural, recreational, or other initiatives that enhance personal development and engagement within the school and the wider community;
- d. Be informed and seek information regarding legislation that directly or indirectly affects them;
- e. Express their opinions freely, while respecting the right of others to do the same;
- f. Be heard on matters that concern them;
- g. Access school services;
- h. Hold meetings and participate in associative activities, in accordance with existing regulations;
- i. Familiarise themselves with and provide input on the Internal Regulations and the Educational Project.

Article 3

General Responsibilities of the Educational Community

1 – All members of the Educational Community have the duty to:

- a. Promote a respectful and positive school environment, fostering mutual respect, discipline, and collaboration;
- b. Encourage, propose, and participate in activities that enhance scientific and pedagogical learning, both within the school and in the wider community, whether individually or as part of a group;
- c. Support and contribute to cultural, recreational, and educational initiatives, aimed at personal development and social engagement;
- d. Preserve school property and resources;
- e. Be punctual and responsible, ensuring commitment to assigned tasks;
- f. Maintain respectful and considerate behaviour, both in actions and speech;
- g. Dress appropriately for school activities, including suitable footwear;
- h. Be aware of and comply with relevant legislation affecting their role in the school;
- i. Adhere to and uphold the school's Internal Regulations.

Section II Teaching Staff

Article 4

Rights

1 – Teaching staff have the rights established in the Teaching Career Statute, in accordance with the applicable legislation, as well as those set out in these Internal Regulations, specifically:

- a. To work in an environment of collaboration, openness, trust, and support that facilitates their professional development and teaching practice;
- b. To be treated with respect and courtesy by all members of the School Community;
- c. To work in a well-organised, safe, and hygienic school environment that ensures health and safety standards;
- d. To express opinions and make suggestions regarding the school's policies and operations, provided these are communicated respectfully and appropriately in writing;
- e. To be heard by the school's administration and management bodies and to receive support in resolving professional concerns;
- f. To have access to and use of all school facilities, in compliance with established rules and schedules;
- g. To organise and participate in extracurricular activities, where possible, subject to approval by the Pedagogical Council or authorisation from the School Management;
- h. To take part in training initiatives and school-organised activities, including training sessions, cultural and sporting activities, and educational visits;
- i. To be informed and have access to legislation and professional matters relevant to their role;
- j. To have access to records concerning their professional background, including their biographical file, and to request corrections to any inaccuracies;
- k. To have their confidentiality respected regarding personal and professional records, as well as their private correspondence;
- l. To be familiar with the Internal Regulations and Educational Project, and to propose well-reasoned amendments;
- m. To have access to the school's teaching and learning resources;
- n. To participate in school governing bodies, as outlined in the Internal Regulations;
- o. To receive a minimum of 48 hours' notice for any meetings or assigned duties, communicated via an official service notice or formal invitation;
- p. To exercise trade union rights in accordance with applicable legislation;
- q. To review students' Individual Records, in the presence of the Form Tutor, upon submitting a prior request;

- r. To have their authority recognised and respected by students, families, and the broader Educational Community;
- s. To receive active support and cooperation from families and the Educational Community in educating students, acknowledging shared responsibility for their development and academic progress;
- t. To participate in defining the school's pedagogical strategies within the school's coordinating bodies;
- u. To propose and engage in educational innovations and experimental teaching projects, as well as contribute to their evaluation;
- v. To receive at least one day's notice when required to substitute for an absent colleague in the case of short-term absences;
- w. To have access to the Collective Labour Agreement for Private and Cooperative Education;
- x. To be assessed through the school's evaluation models and processes, in accordance with the Collective Labour Agreement;
- y. To have a timetable that aligns with both legal requirements and the interests of the School Community, while considering personal and professional circumstances where possible.

Article 5

Duties and Responsibilities

1 – Teaching staff must comply with the duties established in the Teaching Career Statute, as per the applicable legislation, as well as those set out in these Internal Regulations, including:

- a. Treat all members of the School Community with respect and courtesy;
- b. Follow instructions issued by school management and administrative bodies;
- c. Be punctual and regularly attend work;
- d. Clearly summarise each lesson and record student absences;
- e. Inform the Form Tutor in advance (whenever possible) about students enrolled in non-compulsory but registered activities under their responsibility. After the activity, provide an attendance report on the same day or the following day. The same procedure applies to mandatory activities for the entire class;
- f. Use the entire allocated lesson time and not allow students to leave early;
- g. Be the last to leave the classroom, ensuring a smooth transition for the next lesson;
- h. During breaks, ensure that students do not remain in classrooms unless supervised by a teacher;

- i. Maintain the school's facilities and resources, including classrooms, learning materials, IT equipment, furniture, and green spaces, and intervene when students engage in inappropriate behaviour;
- j. Report any irregularities or misconduct to the Form Tutor and/or School Management;
- k. Follow the school's operational rules and schedule;
- l. Implement pedagogical strategies that foster positive learning experiences, both in the classroom and during school-wide activities;
- m. Respect cultural and personal differences within the School Community;
- n. Cooperate with all stakeholders in the educational process, fostering mutual respect and collaboration;
- o. Participate in and organise educational activities led by their subject department or the school;
- p. Manage the teaching and learning process, using differentiated instructional strategies to meet individual student needs;
- q. Adapt to different learning paces and special educational needs, in collaboration with Specialised Educational Support Services;
- r. Maintain professional confidentiality regarding students and their families;
- s. Reflect on and assess the effectiveness of their teaching methods, both individually and collaboratively;
- t. Embrace innovative teaching approaches to enhance learning quality and aim for educational excellence;
- u. Continuously update and improve their knowledge, skills, and competencies;
- v. Actively engage in professional development and training, applying newly acquired skills in their teaching practice;
- w. Fully commit to any school bodies or roles they are appointed to;
- x. Keep their mobile phone switched off during lessons;
- y. Support students through supervised study sessions when teachers are absent for a short, unforeseen period;
- z. Help promote and enforce discipline within the school;
- aa. Comply with and uphold the Internal Regulations;
- bb. Perform their duties with integrity, impartiality, fairness, and equit;
- cc. Teach subjects for which they are qualified;
- dd. Plan, organise, and prepare lesson activities;
- ee. Design, administer, mark, and provide feedback on assessment materials promptly;
- ff. Inform students and School Management about the materials required for their lessons;
- gg. Supervise examinations, participate in assessment meetings, and engage in other official school functions;
- hh. Develop and evaluate teaching materials and resources;

- ii. Promote, organise, and participate in complementary, curricular, and extracurricular activities listed in the Annual Activity Plan and Educational Project;
- jj. Oversee students' Curriculum Enrichment Activities;
- kk. Provide educational support services;
- ll. Assist in identifying and supporting students with learning difficulties;
- mm. Guide and support students' learning, in collaboration with their parents or guardians;
- nn. Supervise teacher training programmes within the school;
- oo. Take on administrative and pedagogical coordination roles, as needed;
- pp. Notify School Management in advance about absences and provide a written justification;
- qq. Arrange for substitute cover in the event of a planned and approved absence;
- rr. Contribute to the development of Individual Educational Programmes for students;
- ss. Confiscate mobile phones from students who violate the Internal Regulations and act in accordance with school policies;
- tt. Notify parents or guardians (with the Form Tutor's knowledge) of missing school materials using the most effective communication method;
- uu. Fulfil obligations and benefit from rights outlined in the Collective Labour Agreement for Private and Cooperative Education;
- vv. Stay informed about official notices, meeting invitations, circulars, and other written communications, and act accordingly;
- ww. Contribute to teacher performance evaluation, following the school's models and procedures as outlined in the Collective Labour Agreement;
- xx. Understand and comply with the School's Internal Security Plan, as well as health and safety regulations.

Section III

Non-Teaching Staff

Article 6

Rights

1 – Non-teaching staff are entitled to the rights established in the applicable legislation under the Non-Teaching Career Statute, as well as those outlined in these Internal Regulations, including:

- a. Working in an environment that allows for both personal and professional fulfilment;
- b. Being treated with respect and courtesy by all members of the School Community;
- c. Working in a well-organised, safe, and hygienic school environment;

- d. Submitting written suggestions and constructive criticism regarding the school's operation, provided these are communicated respectfully and appropriately;
- e. Being heard and supported by the school's administration and management bodies when addressing concerns related to their work;
- f. Having access to and use of all school facilities, in accordance with established rules and schedules;
- g. Organising or participating in leisure and recreational activities at the school, where possible, subject to approval by the Pedagogical Council or authorisation from School Management;
- h. Taking part in school-organised initiatives and activities that promote their professional development, such as cultural and sports activities;
- i. Being kept informed about matters that concern them;
- j. Receiving clear information about their assigned responsibilities and duties;
- k. Having their personal and family-related records kept confidential;
- l. Participating in the school's governing bodies, in line with current legislation and these Internal Regulations;
- m. Familiarising themselves with the Internal Regulations and Educational Project, and proposing well-reasoned amendments;
- n. Having access to a staff common room and support services that contribute to their well-being;
- o. Exercising their trade union rights in accordance with applicable legislation;
- p. Having a work schedule established in compliance with the law and the needs of the School Community, while taking personal circumstances into account where possible.

Article 7

Duties

1 – Non-teaching staff must adhere to the duties established in the applicable legislation under the Non-Teaching Career Statute, as well as those outlined in these Internal Regulations, including:

- a. Treat all members of the School Community with respect and courtesy;
- b. Respect the school hierarchy and follow instructions from school management;
- c. Be punctual and regularly attend work;
- d. Maintain the cleanliness, preservation, and upkeep of the school, including facilities, educational materials, IT equipment, furniture, and green spaces, ensuring their proper use;
- e. Be responsible for personal and work-related equipment, keeping items tidy and secure within school premises;
- f. Follow the school's operational rules and schedules for all services;

- g. Report any irregularities or student misconduct to the Early Years Educator, Lead Class Teacher, Form Tutor, or School Management;
- h. Recognise and respect cultural and personal differences within the School Community;
- i. Collaborate with all stakeholders in the educational process, fostering mutual respect and cooperation;
- j. Maintain professional confidentiality regarding students and their families;
- k. Reflect on and assess the effectiveness of their work, both individually and collectively;
- l. Continuously update and improve their knowledge, skills, and competencies;
- m. Actively participate in training sessions and apply newly acquired skills in their professional duties;
- n. Accept management or administrative roles if elected.

Duties of Educational Support Staff:

- I. Follow teachers' instructions regarding classroom or school activities;
- II. Assist in resolving minor conflicts between students;
- III. Ensure that students do not remain in classrooms during breaks without teacher supervision;
- IV. Prevent disruptions to lessons caused by student noise or other school community members;
- V. Remain at their designated post unless authorised by School Management;
- VI. Monitor the entry and exit of individuals on school premises;
- VII. Wear the assigned uniform, keeping it clean and in good condition;
- VIII. Assist and direct visitors, ensuring they are received by the relevant person or office;
- IX. Accompany students who require medical attention, notifying School Management as soon as possible;
- X. Direct students to their classes when they are late or absent-minded about their schedule;
- XI. Support students' integration into the school community, working alongside teachers and parents to prevent and address behavioural and learning issues;
- XII. Confiscate mobile phones from students who violate the Internal Regulations, submitting them to School Management for parental collection with a report of the incident;
- XIII. Maintain the cleanliness and organisation of school facilities, including classrooms, equipment, and IT resources;
- XIV. Operate photocopying equipment, ensuring proper maintenance and reporting any malfunctions;
- XV. Provide assistance in laboratories and school libraries to support normal functioning.

Duties of Administrative Staff:

- I. Provide support and clarification to teachers, non-teaching staff, students, and parents;
- II. Process all documentation requested by School Management;
- III. Supply required student records to the Form Tutor or Class Teacher;
- IV. Complete all necessary administrative tasks within legal deadlines;
- V. Ensure timely preparation of materials for school leadership and governing bodies;
- VI. Maintain the school's asset inventory, ensuring proper care of facilities, materials, and equipment;
- VII. Keep student records updated and properly organised;
- VIII. Facilitate communication between school departments and external entities;
- IX. Remain at their designated post, unless authorised by School Management.

Duties of Catering Staff:

- I. Encourage students to eat a complete and balanced meal;
- II. Follow hygiene and safety regulations in personal grooming, uniform use, and food preparation;
- III. Monitor food stock and consumption, ensuring proper reporting for inventory and procurement;
- IV. Clean the kitchen and dining areas daily;
- V. Store food products in accordance with legal health and safety standards.
- VI. Ensure compliance with HACCP (Hazard Analysis and Critical Control Points) guidelines, completing all required documentation.

Duties of Transport Staff:

- I. Follow designated routes for daily student transport to and from school;
- II. Ensure the safe transport of students for educational visits, beach trips, and other school-organised activities;
- III. Drive safely and responsibly, ensuring passenger comfort and adherence to safety regulations;
- IV. Maintain school vehicles in proper working condition;
- V. Report vehicle servicing and repairs when necessary;
- VI. Ensure fuel levels are maintained for all school transport.

Duties of Security and Reception Staff:

- I. Enforce maximum security measures, ensuring only authorised individuals with access cards enter the premises;

- II. Request identification from visitors without an access card and inform the relevant staff member before granting entry. Visitors must wait for confirmation before being allowed access;
- III. Allow students to leave school only with proper authorisation;
- IV. Ensure students are only handed over to authorised persons, requiring written authorisation when necessary;
- V. Oversee the opening and closing of school premises.

Section IV Parents and Guardians

Article 8

Rights

1 – The participation of parents and guardians in school life aims to enhance quality and humanise the educational experience, ensuring:

- a. Active involvement in their child's academic success;
- b. A school environment based on collaboration, openness, trust, and shared responsibility in the education and overall development of their child;
- c. Respectful and courteous treatment from all members of the School Community;
- d. A well-organised, safe, and hygienic school environment;
- e. The right to submit constructive feedback and suggestions regarding the school's operations, provided these are communicated respectfully and appropriately in writing;
- f. The right to be heard and supported by teachers, Form Tutors, and School Management in addressing their child's concerns;
- g. The opportunity to organise or participate in extracurricular activities for the School Community, subject to approval by the Pedagogical Council or authorisation from School Management;
- h. Participation in school-organised initiatives and activities that promote their own learning and that of their child, including cultural and sporting activities, educational trips, and other events;
- i. Regular updates on all matters concerning their child;
- j. Information at the start of the academic year regarding the number of scheduled lessons, curriculum plan, and assessment criteria;
- k. End-of-term updates on the fulfilment of scheduled lessons, curriculum coverage, academic performance, and behaviour;
- l. Collaboration with teachers in supporting their child's learning process;

- m. Access to the weekly consultation hours of the Form Tutor or Class Teacher;
- n. The right to participate in their child's assessment process when the teaching team develops a pedagogical support plan aimed at addressing learning gaps, committing to monitoring their child's progress in completing the proposed activities;
- o. The right to review their child's Individual Student Record, in the presence of the Form Tutor or Class Teacher, upon prior request;
- p. The ability to escalate concerns to School Management if an issue exceeds the authority of the Form Tutor or Lead Class Teacher, or if urgent matters necessitate immediate attention;
- q. The right to be represented on the Pedagogical Council, in accordance with current legislation;
- r. The right to be fully informed on all relevant matters, including legislation, study plans, key curricular content for each subject, assessment processes and criteria, required materials, enrolment procedures, school regulations, and the use of school facilities and equipment;
- s. The right to monitor their child's attendance;
- t. The right to be promptly informed of any excessive absences their child has accumulated and of any corrective measures to be applied.

Article 9

Duties

1 – The participation of parents and guardians in their child's education involves shared responsibility as members of the School Community. They must:

- a. Treat all members of the School Community with respect and courtesy;
- b. Respect the instructions issued by school management, administration, and governing bodies;
- c. Regularly monitor their child's school records, checking for any updates or concerns;
- d. Provide all necessary materials required for their child's participation in school activities, as specified by their teacher;
- e. Take responsibility for their child leaving the school premises without authorisation;
- f. Cover the costs of any material damage caused by their child due to careless or improper use of school equipment and facilities, as well as damage to others' property;
- g. Ensure their child meets the expectations of attendance, punctuality, appropriate behaviour, and commitment to learning;
- h. Provide written justification for their child's absences to the Form Tutor or Class Teacher, specifying the date, time, missed activities, and reason for absence;
- i. Attend school when deemed necessary and whenever requested;
- j. Follow the school's operational rules and schedules for all services;

- k. Identify themselves to staff upon entering the school premises, remaining in authorised areas only, and always accompanied by a staff member unless exceptionally authorised by the School Management;
- l. Attend all parent meetings when invited;
- m. Express opinions directly or through representatives within the school's educational coordination structures;
- n. Regularly communicate with the Form Tutor or Class Teacher regarding their child's academic progress and school performance;
- o. Be familiar with the Student Code of Conduct and the Internal Regulations, and sign the annual declaration of acceptance, ensuring their child also acknowledges and agrees to comply;
- p. Support their child's holistic education, encouraging their personal and academic development;
- q. Work with the school to promote a culture of citizenship, supporting school rules and helping to resolve any behavioural issues;
- r. Collaborate with teachers to help their child overcome learning difficulties;
- s. Provide constructive feedback for improving the Educational Project and Internal Regulations, and actively participate in school life;
- t. Help maintain discipline and harmony within the School Community, especially when their assistance is requested;
- u. Cooperate in disciplinary investigations involving their child and, if a corrective or disciplinary sanction is applied, support its implementation to reinforce civic education, responsible behaviour, and social integration;
- v. Help ensure the safety and well-being of all members of the School Community;
- w. Encourage their child to use only teacher-authorised equipment during lessons;
- x. Discourage their child from bringing a mobile phone to school and ensure they respect the Internal Regulations regarding mobile phone use;
- y. Ensure their child maintains proper hygiene and self-care.

Article 10

Administrative Rights and Responsibilities of Parents and Guardians

1 – In matters of administration, parents and guardians have the following rights and responsibilities:

- a. Complete the enrolment and re-enrolment process for their child within the stipulated deadlines, submitting all required documents and ensuring the payment of tuition fees;
- b. Withdraw their child from school at any time, provided they inform the Class Teacher or Form Tutor and the School Office in advance, while also specifying the school to which the child will be transferred;

- c. Fulfil all obligations related to school attendance, including the payment of tuition fees, as outlined in these Internal Regulations.

Section V

Final provisions

Article 11

Unspecified Cases

Any situations not covered in this chapter will be analysed and resolved by School Management and Administration.

CHAPTER IV – OPERATIONS

Section I

General Provisions for the School's Operation

Article 1

Operating Hours

- 1 – The school operates Monday to Friday, from 07:30 to 19:30.
- 2 – In addition to public holidays, the school will also be closed on the following days: the Monday after Easter Sunday; 24th, 26th, and 31st December; and Carnival (Shrove Tuesday).

Article 2

General Provisions

- 1 – The school follows official guidelines regarding the start and end of the academic year. The school calendar, including the duration of school terms, holiday breaks, and assessment periods, is established at the beginning of the school year and published accordingly.
- 2 – All members of the School Community have the right to express their opinions regarding the school's organisation and operations, provided this is done respectfully and with the aim of suggesting improvements.

3 – The entire School Community has a shared responsibility for maintaining cleanliness and preserving school facilities, materials, and equipment. Individuals or groups will be held accountable for any actions that compromise this responsibility, in accordance with these Internal Regulations.

4 – All members of the School Community must report any operational issues or malfunctions in school services.

5 – Every individual within the School Community has both the right and duty to adhere to these Internal Regulations. Ignorance of these rules will not be accepted as a justification for non-compliance.

6 – Strict adherence to all health, hygiene, and safety regulations within the school is a fundamental obligation for all members of the School Community.

Article 3

Access, Circulation and Security

1 – Unauthorised individuals are not permitted to remain on school premises.

2 – Access to the school is restricted for parents, guardians, and other visitors with official business. All visitors must first report to the reception or school office, where they will be directed to their appointment. In certain cases, they may be issued a visitor's pass, which must be returned upon departure.

3 – Visitors may be required to present identification and state the reason for their visit when requested.

4 – All members of the School Community must respect others and school property. The following actions are strictly prohibited:

- a. Using language or expressions that may be offensive;
- b. Damaging school buildings or materials;
- c. Smoking anywhere on school premises, including both indoor and outdoor spaces;
- d. Skipping queues for services, such as at the canteen, cafeteria, or school office;
- e. Engaging in behaviour that is offensive to public morals or involves any form of violence;
- f. Disrupting school activities;
- g. Wearing inappropriate clothing, footwear, or accessories.

5 – Any lost or found items must be handed in at the school reception.

6 – In the event of an accident on school premises, students and teachers must report immediately to the school reception.

7 – The school has an emergency plan in compliance with current legislation.

8 – This emergency plan includes protocols for:

- a. Fire incidents;

- b. Evacuation procedures;
- c. Response to accidents or medical emergencies.

9 – Regardless of emergency procedures, parents or guardians must be informed immediately in the event of an accident or sudden illness involving their child.

Article 4

School Insurance

1 – School insurance is a protection system designed to cover personal injury resulting from school-related accidents, providing complementary support to the National Health System.

2 – The school insurance covers:

- a. Students enrolled at and attending the school;
- b. Pre-School and Primary Education students participating in extracurricular activities;
- c. Students engaged in school sports activities;
- d. Children and young people enrolled in holiday programmes or structured leisure activities organised by the school.

3 – Students travelling abroad for study visits, exchange programmes, or school sports competitions are also covered for damages not included in travel assistance insurance, provided that the trip is pre-approved by the Regional Education Directorate at least 30 days in advance.

4 – All trips abroad require mandatory travel insurance, covering all participating students for:

- a. Hospitalisation and medical expenses;
- b. Travel, accommodation, and meal costs for the parent/guardian (or designated individual) accompanying the injured student;
- c. Repatriation of remains and funeral expenses.

5 – A school accident is defined as any event occurring on school premises or during school activities, resulting in injury, illness, or death. It also includes accidents occurring during activities authorised or supervised by school management.

6 – An injured student is entitled to:

- a. Medical and pharmaceutical assistance;
- b. Transport, accommodation, and meals required for medical care.

7 – Medical assistance may be provided by public or private hospitals, or private practitioners, based on the parent or guardian's choice. Expenses will be reimbursed upon submission of receipts and medical reports.

8 – School insurance guarantees the following coverage:

- a. €5,000 for death;
- b. €25,000 for permanent disability;
- c. €5,000 for funeral expenses;
- d. €5,000 for medical treatment per accident.

9 – Exclusions from school insurance coverage:

- a. Pre-existing conditions, preventive care, and treatment (except for the first emergency visit);
- b. Accidents occurring on school premises when the school is closed;
- c. Accidents resulting from riots or disorder;
- d. Incidents caused by third-party actions where legal responsibility falls on an external entity;
- e. Accidents involving motorised or non-motorised vehicles, either as a passenger or driver;
- f. Accidents involving public transport vehicles.

10 – Procedures for claiming school insurance benefits are regulated by specific legislation.

Section II Support Services

Article 5

Administrative Services

1 – Public service hours (for students, parents/guardians, and staff) are from 08:30 to 18:00.

2 – A specific regulation for these services is available in a separate document, located in the administrative office.

Article 6

Canteen Services

1 – The school offers four dining areas that operate at the same time: one for Nursery students, one for Pre-School students, and two for students in the remaining educational cycles.

2 – Only students who are pre-registered for the meal service—ranging from one to five days per week—may typically use the canteen.

3 – In exceptional and justified cases, students who are not pre-registered may have lunch at school, provided their parents or guardians request it in advance via the *eCommunity* platform.

4 – Students must present their student card to access the canteen.

5 – In the Nursery, Pre-School, and Primary School canteens, meals are supervised by teaching assistants and sector-specific teachers to help children develop proper table manners and healthy eating habits.

6 – In the canteens for older students, staff members monitor student behaviour during lunch. From Year 5 onwards, students are expected to take responsibility for their food choices, which parents and guardians can review via the school's communication platform.

7 – Canteen operating hours vary by educational level:

- a. Nursery: 11:15 am - 12:15 pm;
- b. Preschool: 11:30 a.m. - 12:30 p.m.;
- c. Primary School (1st cycle): 11:50 am - 12:50 pm;
- d. Lower Secondary, Upper Secondary (2nd & 3rd Cycles and Sixth Form): 1:10 – 2:10 pm.

8 – Access to the secondary school canteen (2nd & 3rd Cycles and Sixth Form) is based on arrival order. However, priority is given to students who have lunchtime commitments, such as extracurricular activities or other school-organised events;

9 – Meal booking procedures are as follows: Nursery and Pre-School students must have a predefined monthly meal plan, while students in all other educational cycles are required to book their meals individually, at least 24 hours in advance, through the school's designated platform.

10 – A specific regulation for these services is available in a separate document, located in the canteen area.

Article 7

Copy Centre and Stationery Services

1 – The school's copy centre and stationery services provide the School Community with basic school supplies, as well as services such as printing, scanning, binding, and photocopying.

2 – Students must present their student card to access these services.

3 – Photocopying and printing requests must be submitted at least 48 hours in advance and will be processed based on service availability. Only in exceptional cases will requests be fulfilled immediately.

4 – The copy centre and stationery service operates from 09:00 to 17:00.

5 – A specific regulation for these services is available in a separate document, located in the service area.

Article 8

Reception and Security Services

1 – The reception and security services are responsible for controlling and monitoring access at all external doors and main entrances of the school. Their primary function is to ensure permanent surveillance, verifying access for staff, parents, and visitors, while monitoring student arrivals and departures.

- 2 – The reception operates from 8 am to 7 pm.
- 3 – All school entrance points operate from 7:30 am to 7:30 pm.
- 4 – A specific regulation for these services is available in a separate document, located in the service area.

Article 9

Maintenance and Security Services

- 1 – The maintenance and security teams ensure the cleanliness, safety, and upkeep of the school's facilities and equipment.
- 2 – A specific regulation for these services is available in a separate document, located in the service area.

Article 10

First Aid Station

- 1 – The school provides a first aid station to deliver primary healthcare services during school hours. This service is managed by a qualified nurse.
- 2 – Several first aid kits are located throughout the school premises for quick response to health incidents. The nurse is responsible for their regular inspection and replenishment.
- 3 – Upon request, a first aid kit or medical backpack is available for off-site school trips or educational visits. The responsible staff members must notify the nurse in advance to arrange for the kit.
- 4 – The school has a defibrillator (AED), which may only be used by a trained AED technician.
- 5 – A specific regulation for these services is available in a separate document, located in the first aid station.

Article 11

Student Common Areas

- 1 – Common rooms are designated recreational spaces for Lower Secondary, Upper Secondary, and Advanced Level (2nd and 3rd cycles and secondary school) students, providing a place to socialise in a respectful and civil manner. These rooms are open from 8 am to 6:30pm, except for the glass box area, which remains open until 7:30 pm.
- 2 – A specific regulation for these services is available in a separate document, located in the common room area.

Article 12

Lockers

- 1 – Locker requests must be submitted via a designated form, completed by the parent or guardian, and available at the School Office.
- 2 – Each locker may be shared by a maximum of two students.
- 3 – Locker use is subject to an annual fee of €15, along with a €5 refundable deposit.
- 4 – Each student will receive a key for their assigned locker.
- 5 – If a student loses their locker key, a replacement can be issued for €2.50, payable in advance.
- 6 – The School Office will retain a copy of all locker keys.
- 7 – If any damage is found at the end of the locker usage period, the repair costs will be communicated to the parent or guardian, who will be responsible for the payment.
- 8 – Students may lose their locker privileges for the following reasons:
 - a. Prolonged non-use of the locker;
 - b. Using the locker for purposes other than its intended function;
 - c. Storing illegal or dangerous items;
 - d. Allowing unauthorised students to use the locker.
- 9 – The school is not responsible for theft, loss, or damage to personal belongings stored in the locker.
- 10 – The School Management reserves the right to access student lockers if there are serious concerns about safety, security, or violations of school policies.

Section III Academic Activities

Article 13

Timetable

- 1 - Curricular and extracurricular activities take place at the following times, according to each educational cycle:
 - a. Pre-School: 09:00-11:30/12:30-15:30;
 - b. Primary Education (1st Cycle): 08:50-11:50/13:20-17:10;
 - c. Lower Secondary (2nd Cycle): 08:30-13:10/14:20-18:00;

- d. Upper Secondary (3rd Cycle): 08:30-13:10/14:20-18:00;
- e. Sixth Form (Secondary Education): 08:30-13:10/13:10-18:00.

2 – After lesson hours, students may enrol in additional educational services, including study rooms, extended hours programmes, curriculum enrichment activities, and clubs.

Article 14

Educational Visits

1 – Educational visits are designed to complement the curriculum and must therefore be carefully planned with defined objectives and approved by the Pedagogical Council.

2 – Authorisation requests for educational visits must include:

- a. The class(es) and subject(s) involved;
- b. The objectives of the visit;
- c. The location and date;
- d. The departure time, location, and expected return time;
- e. The responsible staff member(s) and accompanying supervisors;
- f. The estimated budget.

3 – The responsible teacher must submit a final report within 48 hours, evaluating the visit.

4 – Approval of educational visits is subject to the following criteria:

- a. The visit must be part of pedagogical strategies aimed at improving learning conditions;
- b. The visit must have an interdisciplinary component;
- c. The visit must not significantly interfere with subjects not involved in the trip;
- d. For exam-year students, educational visits should be scheduled before the Easter break. Visits after Easter require special authorisation from the Pedagogical Directorate;
- e. The visit must align with the priorities and objectives of the Educational Project.

5 – For students not attending the visit, an alternative educational activity aligned with their curriculum must be provided.

6 – The teacher responsible for the visit is in charge of preparation and execution, including:

- a. Confirming the visit's inclusion in the Annual Activity Plan, submitting the appropriate request form;
- b. Informing parents and guardians via the Form Tutor/Lead Class Teacher and collecting signed authorisation forms, which must be kept until the end of the academic year;
- c. Submitting, at least 48 hours in advance, a list of students not participating, along with planned alternative activities;

- d. Carrying an authorisation credential issued by the School Administration;
- e. Notifying the school if a delay occurs, providing the reason and expected arrival time.

7 – Educational visits during school hours count as lesson time:

- a. The responsible teacher and accompanying staff must complete the lesson summary for the relevant class(es);
- b. Absences cannot be recorded for teachers or students participating in the visit.

8 – All students are expected to participate, except in exceptional cases that must be justified and approved by the Class Council.

9 – The Form Tutor or the Pedagogical Directorate may prohibit a student from attending, based on their behaviour and/or academic performance, in accordance with the Internal Regulations.

10 – During educational visits, all safety regulations for collective transport of children must be followed, as per legal requirements.

11 – Educational visits lasting more than three consecutive days or taking place abroad are subject to additional specific legal regulations.

Section IV Educational Support Services

Article 15

Study Rooms for Lower and Upper Secondary

1 – Study rooms for Lower and Upper Secondary students are supervised by teachers from various subject areas and operate daily after school hours. Their objective is to reinforce learning, particularly through study support and homework assistance.

2 – This service is optional, and parents or guardians may need to enrol their child to access it.

Article 16

Extended Hours Program

1 – The Extended Hours Program is a supervised space for Pre-School and Primary School students, allowing them to remain at school after lesson hours, under the supervision of teaching assistants.

2 – This service operates from the end of the school day until 19:30.

Article 17

Clubs

- 1 – Participation in club activities is optional, and students must register to take part.
- 2 – Registrations will be accepted based on the number of available spaces for each group in each activity.
- 3 – A specific regulation for each club is available in a separate document, located in the club area.

Article 18

Extracurricular activities

- 1 – Participation in extracurricular activities is optional, and students must register in advance.
- 2 – Registrations will be accepted based on the availability of places and subject to the terms and costs associated with the activity.
- 3 – Extracurricular activity teachers will communicate with parents and guardians via email, and enrolments will also be available through the *eCommunity* platform.
- 4 – Fees for extracurricular activities will be billed together with monthly tuition payments. Adjustments will be made in specific cases, such as when the holiday break lasts two weeks or more, when public holidays fall on the same weekday throughout the month, or when a teacher is absent—in which case, any missed lessons will be rescheduled.
- 5 – Some extracurricular activities require the mandatory purchase of CJD sports equipment, which is provided by the school.
- 6 – To cancel an enrolment, parents or guardians must send a cancellation request via email at least 15 days before the end of the month to the School Office.
- 7 – The specific regulations for each activity are defined at the beginning of the academic year and published on the school website for parents and guardians to review.

Section V

Final provisions

Article 19

Unspecified Cases

Any situations not covered in this chapter will be analysed and resolved by the School Management and Administration.

Last updated: December 2024



Colégio Júlio Dinis
INTERNATIONAL SCHOOL

**TOGETHER WE'RE
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