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Code of Conduct Policy

CJD International School

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1. Introduction

The Colegio Julio Dinis (CJD) International School is an international learning community that welcomes students from diverse cultural and educational backgrounds. As a global school, we believe that respect, inclusion, and responsibility are the foundation of academic success and personal growth. This Code of Conduct ensures that all students - regardless of nationality, culture, or learning ability - can thrive in a safe, inclusive, and academically challenging environment.

All incidents of misbehaviour, bullying, harassment, and safeguarding concerns will be logged and monitored in CPOMS, ensuring swift and appropriate interventions by staff. (allowing for tracking student behaviour, cause for concern, or record anything related to safeguarding and wellbeing implementing appropriate interventions).

Core Values

At CJD, we expect all members of our community (students, members of the staff and parents) to uphold the following values:

- **Respect** – Treat others with dignity, regardless of differences.
- **Integrity** – Be honest and accountable for your actions.
- **Responsibility** – Take ownership of your learning and behaviour.
- **Kindness** – Show empathy and support towards others.
- **Excellence** – Strive for personal and academic growth.
- **Inclusion & Accessibility** – We are proud to be a school that welcomes a diverse community and accommodates students with Special Educational Needs and Disabilities (SEND). We believe that every student, regardless of ability, deserves equal access to high-quality education, support, and a school community that celebrates neurodiversity and individual strengths.

2. Student Responsibilities

All students at CJD are committed to:

- Respect themselves, others, and the school's environment
- Attend school regularly and be punctual for all classes.
- Engage actively in learning and complete assignments on time.
- Follow school rules and respect school property.
- Promote a safe and inclusive school climate by rejecting bullying, harassment, and discrimination.
- Use technology responsibly, including social media, ensuring my actions do not harm or disrespect others. No earbuds use except for noise-cancelling purposes (if permitted in the classroom).
- Report incidents of misconduct to a trusted adult or school staff.

To assist students transitioning into CJD-IS, a buddy system is implemented. Buddies are assigned by Form Tutors to help new students integrate smoothly into school life. Buddies provide peer support, guidance, and a welcoming atmosphere.

Addressing Concerns and Allegations

To maintain a respectful and structured learning environment, students must adhere to the following guidelines when expressing concerns, disagreements, or allegations:

- **Private Discussions:** Any concerns, emotional outbursts, or allegations must not be raised publicly during class. Instead, these matters should be addressed privately with a teacher, form tutor, coordinator, or another designated staff member at an appropriate time—such as during a break or after lessons have concluded. If a student shares sensitive or personal information with a subject teacher, the teacher should inform the form tutor as soon as possible to ensure proper support and follow-up.
- **Respectful Communication:** Students should express their concerns in a calm and respectful manner, following appropriate channels (in-person, Microsoft Teams, or email) for conflict resolution.

- **Confidentiality and Support:** The school is committed to addressing student concerns fairly and confidentially. Support will be provided to ensure that all issues are resolved constructively.
- **Escalation Process:** If a student feels their concerns are not addressed adequately, they may request a formal meeting with Upper management, including the head and principal of CJD.

Prohibited Conduct

Students must not engage in behaviours or possess items that:

- Disrupt Learning
- Create Unsafe Conditions – both for themselves and and/or others
- Promote Hate Speech or Symbols
- Distribute or Display Inappropriate Materials
- Possess Weapons or Dangerous Items
- Engage in Repeated or Severe Misconduct

All significant incidents of misconduct, including repeated offenses, will be recorded in CPOMS by staff, allowing for tracking student behaviour and implementing appropriate interventions.

3. Progressive Discipline and Consequences

At CJD, managing behaviour begins with empowering classroom teachers to address concerns directly. CJD follows a restorative and educational approach to discipline, ensuring that consequences are fair, consistent, and age appropriate.

Interventions may include:

- Verbal warnings and counselling.
- Mediation sessions with involved parties.
- Parent meetings to discuss concerns.
- Loss of privileges (e.g., field trips, school events, access/use of phones not eligible for Distinction and/or Honour Roll Awards).
- Suspensions or expulsions in severe cases.

All interventions will be logged into CPOMS by staff to document the steps taken to correct student behaviour and ensure appropriate follow-up.

Consequences Based on Level of Behaviour

Consequences should never cause physical or psychological harm and should be part of a restorative approach that fosters positive, healthy relationships, resolves conflicts, and repairs harm. Prompt restoration of good relations is essential. Students will receive support throughout this process when needed, and adults will model the reparation process when necessary.

At CJD, we believe in a restorative and educational approach to discipline, aiming to help students understand the impact of their actions and take responsibility for their behaviour. The guidelines below outline the gradual response system to inappropriate behaviour.

Level 1: Classroom Management

Teachers are required to submit an incident report on e-Schooling (external communication and CPOMS (internal communication), providing a clear and accurate account of what occurred in the classroom.

- The behaviour is addressed immediately and privately during class whenever possible.
- If necessary, the student may be moved to another location within the classroom to de-escalate the situation.
- If the behaviour disrupts the learning environment and persists despite initial intervention, the case should be escalated to Level 2.
- Examples: chatting; off task; fiddling, tapping or making noises; swinging/rocking on chair and not following instructions.

Level 2: Form Tutor / Heads / Psychologist Involvement

Escalation due to repeated or more serious verified behaviour.

- The teacher reports the incident to the Form Tutor, Coordinator, or School Psychologist.
- A conversation with the student must occur on the same day to address the issue.
- Examples: misuse of school property, truancy or repeated lateness, wandering around, name calling or insulting, or inappropriate/disrespectful teasing.

Possible additional consequences include:

- Self-reflection assignments (e.g., a written reflection on the behaviour).
- Notification of and involvement of parents/guardians.
- Assignment of a mentor (e.g., a senior student, teacher, or counsellor).
- Creation of a behaviour contract outlining clear expectations and rewards.
- Participation in community service projects within the school.
- Facilitation of peer mediation sessions (e.g., via assemblies or small group meetings).

Note: All consequences at this level must be directly related to the verified behaviour and aim at growth, accountability, and restoration.

Level 3: School Leadership Intervention

For serious or repeated behaviour after Level 2 interventions.

- The Form Tutor/Coordinator reports the verified behaviour to the Head of the International School.
- The Head requests a meeting with the students' guardians to address the issue.
- Examples: racism, vandalism, theft, use of drugs or alcohol, bullying; physical aggression; inappropriate online behaviour; sexual misconduct; or carrying an offensive weapon.

Possible consequences include:

- Development of a Behaviour Intervention Plan in collaboration with the student, guardians, and school staff.
- Referral to school counselling services or external professional support.
- Loss of privileges, such as participation in school trips or extracurricular activities.
- Suspension from school.
- In extreme or repeated cases: expulsion.

For Primary Students (Ages 5-10) the focus is on restorative discipline such as:

- Reflection journals
- Peer mediation
- Behavioural coaching

Escalating consequences include:

- In-class timeouts
- Parent meetings
- Short-term suspensions for severe cases

4. Expected and Discouraged Behaviour

We believe that the school's ethos is crucial in fostering an environment where all students can uphold high standards of behaviour and academic success. The quality of relationships within the school and the well-being of each student is paramount because it enables the teaching-learning process; it boosts self-esteem; it cultivates a harmonious and respectful atmosphere and aligns with the expectations and requirements of society beyond school.

CJD has **zero tolerance** for bullying and harassment. All bullying and harassment cases will be reported on CPOMS by staff to ensure patterns of behaviour are tracked and interventions are applied. Repeated bullying offenses will lead to escalated consequences starting by the intervention of the psychology and wellbeing departments then including parental involvement. Details are in the **CJD Antibullying Policy**.

Desired Behaviours and Expectations

Students are expected to comply with the following rules, ensuring a safe and comfortable environment for everyone:

- **Respect everyone:** treat peers, school staff and everyone's property with kindness; listen when others are speaking and wait one's turn.
- **Punctuality and present:** arrive on time to class; attend all classes regularly and notify in advance if one must be absent (see attendance and punctuality policies).
- **Proactiveness:** participate actively in class discussions and activities; complete assignments on time and seek help when needed.
- **Academic honesty:** all student work must be authentic and reflect individual effort (more details in Academic Honesty Policy).

While CJD prioritizes support and accommodations, repeated disruptive behaviour that significantly affects learning may require structured interventions, including:

- Behavioural contracts
- Loss of privileges
- Temporary changes in classroom settings
- Targeted intervention programs (lunchtime detention)

Phone Bans for Continuous Misconduct – If individual students, specific classes, or entire year groups display persistent misuse of mobile phones, CJD reserves the right to implement temporary phone bans for those involved.

5. Personal Relationships and Appropriate Behaviour on Campus

Expectations for student behaviour in relationships

CJD acknowledges that forming friendships and relationships is a natural part of students' social development. However, public displays of affection and any inappropriate behaviour in classrooms, hallways, or other school premises are not acceptable.

Such behaviour may result in disciplinary measures, including:

- Verbal warnings
- Parent/guardian meetings
- Temporary loss of privileges or access to school activities

All students are expected to demonstrate respect for themselves and others, adopting behaviour that is appropriate for a learning environment.

Social media and communication between students and staff

CJD sets clear boundaries to safeguard both students and staff. Non-academic interaction via social media between students and staff is strongly discouraged and should be limited to official school communication channels or platforms approved for educational use.

Staff members:

- Must not engage in private or informal conversations with students through personal social media accounts.
- Should only communicate with students through official school email or designated learning platforms.

In the event of a breach of these guidelines, the school will initiate an internal review. Possible outcomes include:

- Formal warnings
- Parental notification
- Disciplinary action, up to and including dismissal (in the case of staff) or suspension (in the case of students)

This code of conduct and its terms are to be acknowledged and accepted.

Feedback from students, parents, and staff is encouraged to ensure its effectiveness.

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Colégio Júlio Dinis
INTERNATIONAL SCHOOL

**TOGETHER WE'RE
EXTRAORDINARY**



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