International Programme Handbook 2025/26

CJD International School

CJD International Programme Handbook 2025/26

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Section A – Introduction

1.　About Colégio Júlio Dinis (CJD)

Founded in 1934, Colégio Júlio Dinis is one of the oldest private schools in the country. Over the years, it has grown with the aim of establishing itself as a centre of innovation and educational excellence. The school's name honours one of the most renowned Portuguese writers of the 19th century, who was born and educated in Porto.

The CJD International School project was born from a dream and a shared passion for education among a group of teachers and educators. Over time, this vision expanded, and today, Colégio Júlio Dinis stands as one of the most distinguished educational institutions in northern Portugal.

We believe that education is a dynamic and holistic process, serving a far greater purpose than merely absorbing subject content. To us, educating means contributing meaningfully to students' overall development, shaping individuals who are socially aware and prepared to navigate an ever-evolving world.

We are committed to valuing the learning process, fostering effort, dedication, and personal growth, while equipping students with the skills necessary not only for academic success but also for everyday life.

At CJDIS, our goal is to shape competent, well-qualified, and happy individuals – students who can pursue their personal aspirations while making meaningful contributions to society. The future is bright, and we are dedicated to providing our students with the very best that education has to offer.

Timeline of Key Milestones

1934 | Foundation of Colégio Júlio Dinis (30th May): A girls' boarding and semi-boarding school established on Rua do Vigorosa.

1975 | Introduction of co-education, transitioning to a day school model.

2006 | Opening of the Nursery.

2008 | Mr. Marco Carvalho appointed as Principal of CJD.

2011 | Launch of Secondary Education School.

2016 | Expansion of facilities to Rua de Silva Tapada.

2017 | Opening of Creche Feliz.

2023 | Relocation to the new campus and opening of the International School | CJD joins the Dukes Education group.

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2. Our Mission and Vision

At Colégio Júlio Dinis International School we believe that education is the key to a promising future.

Our mission is to create a stimulating and inclusive learning environment, where each student is encouraged to develop their unique talents. We aim to provide a solid educational foundation, preparing students for their future endeavours.

While we promote academic excellence, we also prioritise personal and social development, shaping autonomous, adaptable, and open-minded individuals. Our students are encouraged to embrace multiculturalism, linguistic fluency, and change, ultimately becoming responsible global citizens who integrate seamlessly into modern society.

The core values of CJDIS, together with the promotion of soft skills— such as interpersonal and emotional intelligence—form the foundation of our integrated educational approach, equipping students for success in both academic and social spheres.

3. Our Core Educational Values

- *Academic Excellence and Critical Thinking*

At CJDIS, we define academic excellence not only by traditional measures but also by fostering critical thinking and problem-solving skills. Through active learning methodologies, students are encouraged to question, analyse, and synthesise information, developing both an analytical and creative mindset. These skills are fundamental for navigating today's globalised and technologically advanced world.

- *Responsibility and Citizenship with Leadership and Empathy*

Social responsibility and active citizenship are at the heart of our education. Through community projects and volunteering, students develop leadership skills while cultivating empathy. This experience enhances their emotional intelligence, allowing them to recognise and manage their own emotions, as well as understand the needs of others.

- ***Respect and Ethics with Effective Communication***

An atmosphere of mutual respect and ethical conduct supports effective communication. Students learn to express themselves clearly and respectfully, both in formal and informal settings, enabling them to share ideas constructively. Collaboration and teamwork are highly encouraged, reinforcing cooperation and mutual understanding.

- ***Inclusion and Diversity with Adaptation and Resilience***

At CJDIS, we celebrate diversity and inclusion, exposing students to different cultures and perspectives. This helps develop adaptability and resilience, ensuring they become flexible, open-minded individuals, capable of facing challenges with confidence and optimism. We believe that embracing diversity fosters tolerance, respect, and appreciation for differences - all essential qualities in today's world.

- ***Autonomy and Initiative with Time Management and Creativity***

We empower students to take responsibility for their learning, developing essential skills such as time management and self-motivation. By providing them with opportunities to take initiative, we nurture creativity and innovation – both of which are key to success in an ever-changing world.

- ***Sustainability and Environmental Responsibility***

Education for sustainability not only nurtures environmental consciousness but also strengthens teamwork and global awareness. Through eco-friendly initiatives, students learn the value of long-term decision-making and ethical responsibility, contributing to a more sustainable future.

At CJD International School, every day presents a new opportunity to learn, grow, and create positive change.

Together, we are extraordinary.

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Section B – Policies

I – <u>Admission Policy</u>

1. Introduction

This admissions policy outlines the procedures and criteria to ensure a fair and consistent admissions process for all students into the school. It ensures a smooth integration for those transitioning from different educational backgrounds, particularly students new to the Cambridge curriculum and English-medium instruction. By providing English support, SEND accommodations, and clear progression criteria, students are set up for success in an international learning environment.

2. General Admissions Process – Step-by-Step Guide

- *Step 1: Submit Application*

    Applications are accepted on a rolling basis. To receive priority consideration for the upcoming academic year, applications should be submitted by **May 31st**.

    All documentation should be sent to **admissions@cjd.pt**.

- *Step 2: Initial Meeting*

    A meeting will be arranged with parents and, if necessary, the student. The purpose is to gather information about the student's academic background, English language proficiency, and any support needs.

- *Step 3: Placement Testing*

    An English proficiency test is required for all students (except Years 1 – 3 and students who had already attended school). Students transferring from non-Cambridge schools may also be asked to complete additional assessments. Year 12, students must have a C1 Level of English or equivalent).

- *Step 4: Admission Decision*

    Following review of application materials, assessments, and meetings, the school may decide on one of the following outcomes:
    - Acceptance
    - Conditional acceptance (e.g., placement in the Intensive English Course)
    - Rejection

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- *Step 5: Offer and Payment Confirmation*

Admission is confirmed only upon receipt of the non-refundable Application Fee, Enrolment Fee, and a three-month Tuition Deposit. Once these payments have been made, the student is formally enrolled.

An orientation session will be held prior to the start of the term or academic year to ensure a smooth transition into school life.

- *Step 6: English Support (if applicable)*

Students who do not meet the required English proficiency may be enrolled in the Intensive English Course (IEC). Completion of the IEC is based on reaching the required CEFR level (B1/B2 for IGCSE, C1 for A-Level), as determined by periodic assessment.

- *Step 7: Special Educational Needs (if applicable)*

Students with diagnosed learning needs (e.g., ADHD, dyslexia) must undergo a Learning Needs Assessment. An Individualised Education Plan (IEP) will be developed, and special access arrangements will be made for Cambridge examinations if supported by medical documentation.

- *Step 8: Year Placement*

Final grade placement is based on a combination of placement test results, age, and previous academic records. Students entering after Term 2 may be required to repeat the year unless they meet the criteria to pass the year.

- *Step 9: Documentation and Compliance*

All enrolment documents must be translated into English or Portuguese and notarised or apostilled. Students must fulfil the Portuguese requirement of 12 years of compulsory education. To be eligible for the AICE Diploma, students must complete a minimum of 7 credits, including Global Perspectives & Research (AS).

Medical clearance may be required for students with pre-existing medical conditions to ensure appropriate school support is in place.

Applicants must disclose any previous suspensions or expulsions from other schools. Admissions decisions for students with prior disciplinary records will be subject to case-by-case review by the Admissions Committee.

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3.   Admissions Criteria by Level

3.1. *Primary (Years 1-6)*

- English Proficiency**:** Minimum A1 CEFR for Years 3-6**.**
- Placement Tests**:** May be required for Years 4-6 **(**English**).**
- Intensive English Course (IEC)**:** Available for Years 4-6**.**
- Progression & Pass Criteria:
    - Continuous assessment and internal exams.
    - No retention unless exceptional circumstances (learning support plan in place).
    - In year 6, students will only progress to lower secondary if they meet the requirements of the passing criteria (Please consult assessment policy).

3.2. *Lower Secondary (Years 7-9)*

- English Proficiency: Basic (A2 CEFR) required; students below this level require IEC.
- Placement Tests: English
- Reduced Subject Load:
    - Students with low English may take a reduced subject load (English, Maths, Science, and one elective).
    - Full transition expected within 1 year, monitored via progress reports.
- Progression & Pass Criteria:
    - Students must pass English, Mathematics, and at least 3 other subjects.
    - Support provided to students at risk of retention – in these cases, attendance to Study Rooms is mandatory.

3.3. *Upper Secondary (Years 10-11, IGCSE Program)*

- English Proficiency: Intermediate (B1-B2 CEFR) minimum.
- Placement Tests: English, Mathematics, Science (if applicable), Subject-Specific Tests (if applicable).
- IEC: Limited to students who can achieve proficiency within 6 months.

- Progression & Pass Criteria:
    - **Year 10** – Students must pass a minimum of 4 IGCSE subjects (5 credits) including English, Mathematics, Coordinated Sciences and one elective.
    - **Year 11** – Students must pass a minimum of 5 IGCSE subjects (6 credits) including English and Mathematics.
    - Failing students may repeat specific subjects but must meet minimum progress standards.

3.4. *Advanced (Years 12-13, AS & A-Levels/AICE Diploma)*

- English Proficiency: Advanced (B2-C1 CEFR) required.
- Placement Tests: English, Mathematics (if taking STEM subjects), Subject-Specific Tests (when applicable).
- Progression & Pass Criteria:
    - Year 12: Must pass AS exams with minimum C grades in 3 subjects to proceed to Year 13.
    - Year 13: Students must complete either at least 7 AS Levels or 3 A levels plus 2 AS, including Global Perspectives & Research (AS), to be eligible for the AICE Diploma in Portugal.
    - Students who fail AS subjects may be required to re-sit exams or switch to an alternative pathway.

4. English Placement Testing & Intensive English Courses (IEC)

English Placement Testing are conducted after interview to a*ssesses* reading, writing, listening, and speaking skills. Students assigned a CEFR level (from A1 to C2).

Primary and Lower Secondary students can be placed in Intensive English Course (IEC) program while attending core subjects. IEC is only available to Upper Secondary and Advanced students who can reach the required English level within 6 months**.** The conclusion of the IEC courses is determined by periodic assessment **(**minimum B1/B2 for IGCSE, C1 for A-Level**).**

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5. Special Educational Needs and Disabilities (SEND) Admissions

Students with learning difficulties (e.g., dyslexia or ADHD) are required to undergo a learning needs assessment. Parents are kindly asked to disclose any diagnosed learning needs or previously implemented Individualized Education Plans (IEPs) to the school psychologist.

Where appropriate, an Individualized Support Plan (ISP) will be developed to support the students' learning journey.

Students with Special Educational Needs and Disabilities (SEND) will be granted Cambridge-approved access arrangements for examinations, provided that valid medical documentation is submitted.

6. Mid-Year Admissions & Grade Placement

Students transferring after initiating 2nd Term might have to repeat the current Year depending on their final academic performance and teacher feedback.

Students from Upper Secondary and Advanced must complete 80% of the academic year to advance to the next level.

Additional subject knowledge assessment might be required for non-Cambridge school transfers, particularly if they are transferring between Years 10-13.

7. Offers & Acceptance Process

After the three initial non-refundable payments (application, enrolment and three-month deposit) are made, the student is confirmed to be attending CJD.

Priority Admissions:

1. Siblings of current students**.**
2. Students transferring from other Cambridge schools**.**
3. Children of faculty/staff**.**
4. High-achieving applicants**.**

All enrolment documents must be sent to **admissions@cjd.pt** and they must be translated into English or Portuguese and notarised.

Applications containing misrepresentation or fraudulent documents will be immediately disqualified. If fraud is discovered after enrolment, the school reserves the right to revoke admission.

Behavioural records from previous schools will be reviewed

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8. Compliance with Portuguese Laws & Cambridge Regulations

12 Years of Mandatory Schooling:

- Students must complete 12 years of compulsory schooling up to Year 13.
- If students do not meet A-Level requirements, alternative pathways will be provided (e.g., Foundation Year options).

AICE Diploma:

- Students must complete minimum 7 AS Levels, including Global Perspectives & Research, to meet Portuguese requirements.
- Must meet Cambridge's requirements for diploma eligibility.

9. Data Protection & Confidentiality

All admissions-related data is confidential and will be processed in compliance with GDPR and Portuguese data protection laws.

Student records, assessment results, and personal information will only be shared with authorized school personnel and regulatory bodies as required by law.

10. Admissions Deferral Policy

Students may request a deferment of admission for up to one academic year due to unforeseen circumstances such as relocation or visa issues.

Deferment requests must be submitted in writing and are subject to approval by the Admissions Committee.

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II – <u>Attendance and Punctuality Policy</u>

1. Introduction

Regular school attendance is essential to ensure that students benefit fully from the educational opportunities provided. This policy outlines the principles, aims, and objectives that guide our approach to promoting consistent attendance and punctuality at Colégio Júlio Dinis. It reflects our commitment to supporting students and families in maintaining good attendance habits, while complying with legal requirements and safeguarding responsibilities.

Principles

- Every student has a fundamental right to education.
- Parents and teachers have a duty to ensure maximum student attendance.
- The school maintains attendance registers in accordance with regulations under Portuguese law.
- The attendance register applies to all students.

Aims

- To ensure high levels of student attendance by emphasizing the importance of regular attendance for effective learning.
- To encourage students to take full advantage of their educational opportunities through consistent school attendance.
- To recognize external factors that may affect attendance and work in partnership with parents and/or guardians to address any difficulties.

Objectives

- To monitor students' attendance and punctuality and identify concerns at an early stage, working proactively to resolve any personal or social issues.
- To implement an effective and efficient system for monitoring attendance.
- To ensure the health and safety of all students under our care.
- To apply this policy fairly and without discrimination.

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2. School Calendar and Attendance Days

The following is the official school calendar for the 2025/2026 academic year.

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COLÉGIO JÚLIO DINIS
SCHOOL YEAR CALENDAR 2025/2026

1st Term

Year	Month	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M
2025	September			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	October				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	November							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	December		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
2026	January					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

2nd Term

Year	Month	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M
2026	February	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28			
	March	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	April				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	May						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	June		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	July			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

Legend: Beginning of Term · End of Term · School Break · Induction Days / Integration activities · Form Tutors' Meetings · Mock Session (Years 11, 12 & 13) Preparation Season for Exams · Deadline to enrol for exams · Bank Holidays

Cambridge

Terms	Beginning	End
1st	5th September - Induction Day/ Integration Activities 8th September - Beginning of 1st Term 8th & 9th September - Form Tutors Presentation - Meeting with parents	27th January
2nd	2nd of February	17th April - Years 11, 12 and 13* 12th June - Lower Secondary and Year 10 30th June - Primary

School Breaks	Beginning	End
1st Mid-term	10th November 2025	14th November 2025
Christmas	22nd December 2025	2nd January 2026
1st End-term Break	28th January 2026	30th January 2026
Carnival	16th February 2026	20th February 2026
Easter / 2nd Mid-term	30th March 2026	10th April 2026

Reports Release	Calendar	Important Note
Mid-Term - 1st Semester	17th November 2025	Please note that the calendar is subject to change, and any updates will be communicated. Preparation season for exams will start on April 20th until June 9th.
End-Term - 1st Semester	2nd February 2026	
Mid-Term - 2nd Semester	2nd April 2026 (Primary, Lower Secondary, Year 10)	
End of the Year	23rd April (Years 11, 12 and 13) / 19th June 2026 (LS & Y10) / 8th July (Primary)	

If a student misses more than 14% of school days in an academic year, the school may implement a support plan. This plan may include academic interventions, parental meetings, or other measures to improve attendance.

When a student reaches 50% of their permitted absences, the Form Tutor will notify the parents, outline the potential consequences, and work collaboratively to ensure compliance with attendance requirements.

An attendance rate below 85% in core subjects, without valid justification (e.g., medical or family emergencies), may place the student at risk of being ineligible for progression to the next academic year. For non-core subjects, low attendance may result in grade reductions or recommendations for remedial actions. Further details are outlined in the **Assessment and Progression Policy.**

If a student has more than 10 unjustified absences, they will be placed on academic probation.

Absences immediately before or after school holidays may require additional justification to prevent misuse.

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3. Absences

Students are expected to attend school every day they are fit and healthy.

Students should:

- Attend all scheduled lessons and school activities.

- Be punctual and arrive on time to all classes.

- Be prepared and organized with the necessary materials.

- Follow late arrival protocols and notify the school of any absences.

- Provide evidence of illness or other valid reasons for extended absences.

Justified Absences

The following reasons qualify as justified absences:

1. Student illness, supported by written communication from the parent/guardian for absences of up to three working days, or by a doctor's certificate for absences exceeding that period. In cases of chronic or recurring illness, a single statement may be accepted for the entire school year or until the condition is resolved.
2. Prophylactic isolation due to exposure to infectious disease within the household, confirmed by the relevant health authority.
3. Death of a family member.
4. Birth of a sibling, covering the day of birth and the following day.
5. Need to care for an ill household member when no other adult is available to provide assistance.
6. Participation in religious observances that cannot take place outside of school hours.
7. Participation in school-related activities (e.g., field trips, competitions, or Student Council responsibilities).
8. Fulfilment of legal obligations (e.g., embassy appointments) that must occur during school hours.

In case of absence on an assessment day, students must submit a signed parental justification within three days, along with a medical certificate if applicable. The school may request further evidence if needed.

When absences are justified, students are entitled to appropriate support from their teachers to recover missed learning.

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Unjustified Absences

Absences are considered unjustified if:

1. No justification is submitted.
2. The justification is submitted after the deadline.
3. The justification is deemed unacceptable.
4. The absence is the result of a disciplinary sanction or classroom removal.

Unauthorized absences on assessment days will result in a grade of zero for the missed assessment unless a valid justification is submitted and accepted.

Students with more than 10 unauthorized absences per semester will not be permitted to participate in extracurricular activities, school events, or field trips until their attendance improves.

4.   Registration and Follow Up Procedure

Student attendance is recorded at the first lesson or activity of the day. Additional attendance is recorded each time there is a change of teacher (i.e., at the start of each subject class).

Students arriving late for the first lesson of the day have a 10-minute grace period; beyond this, they are marked as absent. A 5-minute grace period applies to all subsequent classes before students are marked late.

All attendance is recorded in the eSchooling system. If a parent confirms that a student is absent or late for a justified reason, the Form Tutor will update the system and note the reason.

Persistent lateness will result in progressive sanctions:

- **Three instances:** Verbal warning.
- **Five instances:** Parent notification and detention.
- **Seven or more instances:** Formal parent meeting and potential further disciplinary action.

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5. Parental Responsibilities

In the case of an unexpected absence, parents must notify the Form Tutor via email within 24 hours.

Parents are responsible for ensuring:

o   Their child arrives at school on time each day.

o   Family holidays do not conflict with official term dates.

o   Any required medical documentation is provided in a timely manner.

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III – <u>Technology Rights and Responsibilities Policy</u>

1. Introduction

This policy outlines the expectations, responsibilities, and limitations regarding the use of technology by students at Colégio Júlio Dinis (CJD) International School. It aims to ensure a safe and responsible digital environment that supports learning while safeguarding student privacy and data security.

2. Technology Use in the Classroom

In today's classrooms, technology plays a vital role in supporting teaching and learning. To ensure its effective and responsible use, clear expectations must be followed. The guidelines below outline how students are expected to use both personal and school-provided devices across different school levels.

- Students must follow teacher instructions regarding the use of technology during lessons.
- Primary students are not permitted to use mobile phones.
- Secondary students may bring mobile phones but may only use them with explicit teacher approval.
- Use of personal laptops, tablets, or other devices is subject to teacher discretion.

When using school-provided tablets, laptops, or Microsoft accounts, students must:
- Use them strictly for educational purposes.
- Not download unauthorised software or alter system settings.
- Take responsibility for any damage or loss, which may result in liability for repair costs.

The use of mobile phones for photography or video recording on school premises is strictly prohibited by law, unless under staff supervision and in an appropriate educational context.

Note: The school is not responsible for the loss, theft, or damage of personal electronic devices.

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3. Internet and Wi-Fi Usage

Access to the school's internet and Wi-Fi services is provided to support students in their academic work. To maintain a safe, productive, and distraction-free learning environment, students must use these resources responsibly and in line with school expectations.

- Students may access the school's student Wi-Fi only for educational purposes.
- Access to social media, streaming services, or gaming websites is prohibited during class time.
- The use of proxies or VPNs to bypass school network security measures is strictly forbidden.

4. Cybersecurity and Data Protection

The secure and responsible management of data and access to digital systems is a shared responsibility. All students must follow cybersecurity protocols and respect the privacy of others when using school platforms or equipment.

- Students must not share their passwords or access other students' accounts.
- Unauthorised access, hacking attempts, or any disruption of school systems will result in serious consequences.
- Personal and school-related data must be handled responsibly and in compliance with data protection regulations.
- The use of flippers or similar electronic devices is strictly prohibited on school grounds.

The school, as far as is reasonably practicable, will comply with the Data Protection Principles outlined in the Data Protection Act to ensure that all data is:

- Fairly and lawfully processed
- Processed for a lawful purpose
- Adequate, relevant, and not excessive
- Accurate and up to date
- Not kept longer than necessary
- Processed in accordance with the data subject's rights

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- Secure
- Not transferred to other countries without adequate protection

The school will take reasonable steps to ensure that members of staff only have access to personal data relating to students, their parents or guardians where it is necessary for them to do so. All staff will be made aware of this policy and their responsibilities under the Data Protection Act. The school will ensure that all personal information is held securely and is not accessible to unauthorised persons.

5. Responsible Digital Citizenship

Students are expected to act as responsible digital citizens, using technology in ways that are respectful, ethical, and appropriate. The school promotes digital literacy and behaviour that supports both personal safety and community wellbeing.

- Students will receive guidance on digital responsibility, privacy, and the ethical use of technology.
- All users of school communication platforms must follow appropriate digital etiquette.
- Cyberbullying, inappropriate online behaviour, or misuse of school-provided digital tools will lead to disciplinary action.
- Students must respect intellectual property rights when using or sharing digital content or software.

Students are not permitted to circulate or post images of:
- Staff members
- Other students
- School infrastructure
- The school logo

The use of CJDIS's name and logo is restricted to official school communications. Students may not use the school's name, logo, or related materials without written approval from the school administration.

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6. Consequences for Unauthorised Use

Inappropriate or unauthorised use of technology and digital tools can compromise learning, safety, and privacy. The school will take necessary action to address such incidents.

- Unauthorised electronic devices may be confiscated and kept at reception for collection at the end of the school day.
- Repeated misuse may result in the temporary loss of device privileges and further disciplinary consequences.
- Urgent calls during school hours must be made through the school reception.
- The school reserves the right to take disciplinary action in cases involving violations of this policy, particularly those affecting digital privacy and safety.

7. School Media and Parental Consent

The school regularly uses photographs and videos to share student life and achievements with the broader community. However, this is always done with respect for families' privacy preferences.

- The school may use photos or videos of students on official platforms such as the school website, newsletters, and social media.
- Parents who do not consent to such usage must complete the image consent form at the beginning of the academic year.
- Parents are encouraged to discuss safe online behaviour with their children and monitor their participation in online groups (e.g., WhatsApp) at home to reinforce responsible digital practices.

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IV – <u>Code of Conduct Policy</u>

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.

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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.

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- **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. This includes bringing or using outside sports equipment (e.g., footballs, basketballs, rackets etc.) on campus unless authorised by the school.
- 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.

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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 behavior. The guidelines below outline the gradual response system to inappropriate behavior.

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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.

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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:
- o Reflection journals
- o Peer mediation
- o Behavioural coaching

Escalating consequences include:
- o In-class timeouts
- o Parent meetings
- o Short-term suspensions for severe cases

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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).

Uniform and PE Kit Expectations

Students are expected to wear the correct school uniform each day. PE kit must only be worn during PE lessons and designated sports activities**.** Students must change into PE kit when required and change back into full school uniform after the lesson. If a student is not wearing the correct PE kit for PE class on three occasions, the school will provide a replacement PE kit and the cost will be billed to parents/guardians.

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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.

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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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V – <u>Assessment and Progression Policy</u>

1. Introduction

This policy establishes the assessment, approval, and progression criteria for students following the Cambridge International Curriculum, ensuring compliance with international standards and local educational regulations. Colegio Julio Dinis (CJD) International School follows the Cambridge International Curriculum, aligning with global best practices in assessment, grading, and student progression.

CJD-IS follows the Cambridge International Curriculum across the following stages:

- Cambridge Primary (Years 1–6)
- Cambridge Lower Secondary (Years 7–9)
- Cambridge Upper Secondary (IGCSE) (Years 10–11)
- Cambridge Advanced (AS & A-Level) (Years 12–13)

2. Assessment Framework

The primary purpose of assessment at CJD is to improve student learning and to guide our expectations for high-quality teaching. Assessment is the process of gathering and analysing information about a student's development and progress toward defined learning goals. It encompasses key components such as reflection, evaluation, feedback, documentation, and reporting.

Effective assessment depends on the professional judgment of educators and serves not only to enhance student outcomes but also to inform teaching practices and curriculum planning.

Types of Assessment

Assessment at CJD includes a broad range of methods and tools used by educators to evaluate, measure, and document students' academic readiness, learning progress, skill development, and individual educational needs.

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Assessment includes:

- **Formative Assessments** – informs both teachers and students about student understanding at a point when timely adjustmentscan be made. Formative assessment is ongoing with the purpose of improving learning and includes observation, questioning, homework, quizzes, classwork, and projects.

- **Summative Assessments** – Summative assessments are given periodically to determine at a particular point in time what students know and do not know. Feedback should be prompt and supportive. Examples are tests, end-of-term exams, mock exams and coursework.

- **Practical and Oral Assessments** – For subjects that require hands-on learning.

- **Attitudes, Values and Behaviour Assessment** – it is based on participation, collaboration, and work ethic. Up to lower secondary is a component of the school grading as explained below.

Homework and Assessment Policy

Homework is assigned to support student learning and foster responsibility. It is intended to help students practice, reinforce, and apply skills and concepts taught in class. Students are expected to meet deadlines as part of this learning process.

Typically, homework is not assigned during vacation periods. However, due to curricular demands, IGCSE and A-Level students may be required to complete assignments over the holidays.

Make-Up Tests

Students who are absent due to illness or official school commitments (e.g., traveling athletes) should arrange make-up tests directly with their subject teachers. These assessments should normally be completed within two days of the student's return to school after providing the three-day legal documented justification period.

Late and Missing Work

- Late submissions may incur a penalty, at the discretion of the Subject Teacher/ Form Tutor.

- Work submitted more than one week after the deadline will generally not be accepted.

- Assessments that are not submitted will receive a grade of zero.

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The weighting of different forms of assessment varies across school levels, as shown in the table below.

Component	Cambridge Primary	Cambridge Lower Secondary	Cambridge Upper Secondary Year 10	Cambridge Upper Secondary Year 11 and Advanced
Academic Performance	80%	85%	85%	100%
Attitudes, Values & Behaviour	20%	15%	15%	0%

3. Core and Non-Core Subjects and Progression Requirements

Subject Breakdown by Educational Stage

Educational Stage	Core Subjects	Non-Core Subjects
Cambridge Primary	English (1st or 2nd Language), Mathematics, Science	PE, Art & Design, Music, Computing, Global Perspectives, Wellbeing
Lower Secondary	English (1st or 2nd Language), Mathematics, Science	PE, Art & Design, Music, Spanish, Global Perspectives, Computing, Wellbeing
Upper Secondary / IGCSE	English (1st or 2nd Language), Mathematics, Coordinated Sciences, Spanish, Global Perspectives	Economics, History, Geography, ICT, Music, PE, Art & Design
Cambridge Advanced / AS & A levels	Global Perspectives is compulsory in CJD. For AICE Diploma students need to take at least one subject from each group.	

Progression Requirements

The table below summarizes the overall criteria for progression and pass.

Stage	Core Subjects Requirement	Non-Core Subjects Allowance
Primary (Y1-6)	Must achieve 60% overall score Pass 2 out of 3 core subjects* (English, Math, Science)	Fail up to 2 non-core subjects **
Lower Secondary (Y7-9)	Must achieve 60% overall score Pass 2 out of 3 core subjects* (English, Math, Science)	Fail up to 2 non-core subjects **
Upper Secondary (Y10)	Pass 4 out of 5 core subjects* (Eng, Math, Sci, Spanish)	Fail up to 2 non-core subjects **
Upper Secondary (Y11)	Pass 5 out of 7 (Eng, Math, Co-Sci, Spanish)	Fail up to 2 non-core subjects **
A-Level (Y12-13)	Pass AS subjects with **minimum C grade**	N/A

*Failure in one core subject will result in mandatory remedial sessions. Students who fail two or more core subjects may be at risk of repeating the academic year.

**Failure in three or more non-core subjects will trigger an academic review and may lead to further remedial actions.

An attendance rate below 85% in core subjects, without valid justification (e.g., medical or family emergencies), may place a student at risk of being ineligible for progression to the next academic year. In non-core subjects, such attendance issues may result in grade reductions or recommendations for remedial actions.

Students in Primary, Lower Secondary, and Upper School (Year 10) who receive low scores in Attitudes, Values, and Behavior may be required to attend mentoring sessions.

Students who fail to meet these criteria will have their promotion reviewed by the school. In such cases, students may be required to undertake additional studies to be granted promotion. Parents and students concerned will be involved in a consultation process prior to any decision. Parents/students may submit appeals for extenuating circumstances (e.g., medical reasons). The Academic Board will review each case individually and communicate decisions.

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1. IGCSE Examination Entry Requirements

1.1 Academic Prerequisites

To be entered for an IGCSE examination in a given subject, a student must achieve **a minimum average grade of E** in that subject.

The **subject average** is calculated as follows:

- 60% Continuous Assessment, including classwork, topic tests, end-of-unit assessments, and coursework (where applicable)
- 40% Internal Mock Examination
- This weighting is applied consistently for entry decisions.

1.2 Students Below the Minimum Requirement

Students whose subject average is **below grade E** will **not be entered for the June examination series** in that subject.

These students will:

- Continue attending **scheduled lessons** and/or targeted support sessions in the subject until June.
- Sit a **further internal mock examination in June**.
- Entry for the **November IGCSE examination series** will be considered only if the student:
- Achieves a minimum **grade E** in the June mock examination, and
- Meets the attendance requirement (minimum 85%).

The decision regarding entry for the June examination series will be confirmed following the scheduled mock examination window and reporting point set in the school assessment calendar.

1.3 Attendance Requirement

For students continuing towards possible November entry, a minimum 85% attendance is required for all scheduled lessons and any targeted support sessions assigned by the school in that subject from the date the June entry decision is communicated until the June mock examination.

For the purposes of this section, scheduled lessons refer to additional lessons arranged by the school for the subject outside the normal timetable, including sessions

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scheduled within the extended school day (up to 18h00), lunchtime sessions, and other school-organised sessions communicated to students and parents in advance.

Attendance is calculated as the number of sessions attended divided by the number of sessions scheduled for the student during the monitoring period. Attendance is monitored formally. Failure to meet this requirement may result in non-entry for the November series, even if the academic grade requirement is met, unless an SLT-approved exception applies.

1.4 Support Offer for November Series and Potential Retake Candidates

To support students aiming to improve their performance or secure a stronger outcome, the school may offer additional support and revision sessions in April, May, and June for students preparing for the November IGCSE examination series, including students considering a retake.

Participation is strongly encouraged, particularly where mock results indicate that further consolidation is needed to achieve the student's intended grade outcome.
Where a student opts into this support programme, attendance will be monitored as part of the preparation plan to ensure the student benefits fully from the intervention.

1.5 Coursework / NEA (where applicable)

For subjects that include coursework or non-examination assessment, entry may also depend on the student meeting key interim deadlines and completing required components to an acceptable standard, in line with subject requirements.

2. AS and A - Level Examination Entry Requirements
2.1 Academic Prerequisites

To be entered for a AS & A Level examination in a given subject, a student must achieve **a minimum average grade of E** in that subject.
Decisions are based on:

- Continuous assessment performance, and
- Results from internal mock examinations.

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Given the academic demands of A Level courses, subject departments may set expectations higher than the minimum pass threshold. To maintain a clear and consistent standard, entry expectations are uniform across subjects. However, students should be mindful that A Level success is built on both AS and A2 performance; consequently, lower results at the AS stage (such as a D or E) may jeopardize the final overall grade. Special focus must be placed on the required A-Level needed for university application.

2.2 Monitoring and Intervention

Students identified as at risk of not meeting entry requirements will be placed on a monitored support plan. Continued underperformance or insufficient attendance may result in delayed entry, alternative academic pathways, or further internal review.

3. Final Decisions

Final decisions regarding examination entry are made by the **Senior Leadership Team**, in consultation with subject teachers and Heads of Department. All decisions are taken in the student's best academic interest and reflect both performance and commitment to the course. In exceptional circumstances, SLT may approve an exception; any exception must be documented in writing and may include conditions such as mandatory support attendance or additional assessment evidence.

4. Grading System

The school employs subject-specific, criteria-based tools to assess student achievement. Grades are awarded by teachers as part of an ongoing process of continuous assessment and also to fulfil legal reporting requirements.

Students whose academic performance raises concerns are closely monitored and supported. In cases where a teacher suspects academic malpractice, no grade should be awarded until the matter is resolved. The teacher must refer to the school's **Academic Honesty Policy** for appropriate procedures and guidance.

For grades of Cambridge Primary and Lower Secondary the following scales are used to provide feedback to students and parents.

Grade	Percentage Range	Description
A*	90-100%	Outstanding
A	80-89%	Excellent
B	70-79%	Good
C	60-69%	Satisfactory
D	50-59%	Basic Understanding
E	40-49%	Weak
F	Below 40%	Fail

For Cambridge Checkpoint Score Conversion are set as follows:

Checkpoint Score	Percentage Range	Grade Equivalent
6.0	90–100%	A+
5.0 – 5.9	80–89%	A
4.0 – 4.9	70–79%	B
3.0 – 3.9	60–69%	C
2.0 – 2.9	50–59%	D
1.0 – 1.9	40–49%	E
0.0 – 0.9	Below 40%	F

Cambridge Upper Secondary (IGCSE) uses an **8-point grading scale** (*A*– G*).

Below is the alignment:

Grade	Percentage Range
A*	90–100%
A	80–89%
B	70–79%
C	60–69%
D	50–59%
E	40–49%
F	30–39%
G	20–29%
U	Below 20%

A **Grade C (60%)** is the minimum requirement for passing.

Cambridge Advanced (AS and A Level) follows the table below for internal assessment purposes.

AS Level (Year 12)		A Level (Year 13)	
Grade	Percentage Range	Grade	Percentage Range
		A*	90–100%
A	80–100%	A	80–89%
B	70–79%	B	70–79%
C	60–69%	C	60–69%
D	50–59%	D	50–59%
E	40–49%	E	40–49%
U	1–39%	U	1–39%

Year 11 and Advanced Students performance is assessed solely on academic achievement, consisting of two components:

Component	Weight	Description
Continuous Assessment	60%	Based on cumulative assessments, projects, and classroom work.
Mock Examinations	40%	Simulated CIE examinations.

In each subject area, teachers participate in internal standardization to ensure consistent and fair assessment practices. This process involves collaborative meetings where teachers develop a shared understanding of assessment criteria and achievement levels, and how these are applied in practice. By engaging in standardization, teachers enhance the reliability of their judgments and promote consistency across classes.

5. Recording and Reporting

The three key stakeholders in a student's learning journey are the teacher, the student, and the parents. Keeping parents informed is essential for maintaining academic progress and enabling timely interventions when support is needed. Reporting plays a crucial role in this process by providing both parents and students with up-to-date information on the student's performance in relation to learning outcomes. It highlights areas of strength and identifies areas that require further development, supporting a shared understanding of the student's progress.

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Teachers are responsible for keeping records of formative and summative assessments and giving student feedback. Recording will communicate relevant, summarised information concerning student knowledge, skills and understanding. Parents receive formal reports at the end of each semester and they are also warned if progress is below expectations and are kept fully informed of developments. At CJD, we recognize that timely communication is essential to ensuring effective implementation and meaningful outcomes.

The primary purpose of assessment is to improve student learning and guide our expectations of quality teaching. Ongoing feedback is available for students to use and reflect upon. CJD uses "E-schooling" as our management system for recording student information and main pathway of academic communication with the families. Communication with parents regarding student progress occurs regularly, however there are formal ways by which this is reported to the families, such as:

- Written reports
- Back to School Presentations at the start of the year
- Student-led Conferences
- Parent-teacher conferences

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VI – <u>Language Policy</u>

1. Introduction

At CJD International School, we aim to create a diverse and inclusive community of learners from all over the world. Our students speak many languages, and we recognise the importance of every student's home language.

We are aware in some cases, the mother tongue of our students is neither English nor Portuguese, and they may speak one or more languages at home. CJD will support students throughout the learning process regardless of their language proficiency level. While linguistic diversity is highly valued, English is the primary language of instruction at CJD International School.

This policy sets out how CJD will:

- Support all students in acquiring and maintaining the level of English necessary for their education.
- Value and incorporate students' home languages as a resource for learning.

2. Language of Instruction

English is the official language of instruction at CJD International Programme. This means:

- All classes are taught in English.
- Teachers, students, and staff are expected to speak only English during lessons.
- Students who share a home language must still speak English in class, except in the cases below.

Exceptions:

- In language classes (e.g., Portuguese or Spanish), the target language may be used as the main language of instruction.
- If a student doesn't understand something, they may briefly ask a classmate or teacher for help in their home language. This should be kept short and followed by an explanation or response in English.

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3.   Rationale for English as the Language of Instruction

- Developing strong English proficiency is essential for academic success in an international school setting.

- English is the official language of instruction and assessment for the Cambridge International curriculum followed at CJD.

- Research shows that structured English immersion supports more effective second-language acquisition.

- Using English as a shared academic language ensures inclusion, equal access to learning, and collaboration across a multilingual student body.

- While English is mandatory, CJD recognises the importance of students' home languages in their overall linguistic and cognitive development.

- Teachers will implement inclusive, language-friendly practices that promote additive bilingualism, valuing and building upon students' existing linguistic repertoires.

4.   Home Languages in Learning

At CJD, we believe that a learner's home language is the linguistic foundation upon which other language acquisition is built. Home language is crucial for cognitive and cultural identity development. The school will encourage students to integrate their home language into learning when it enhances understanding. While English is the primary language of instruction, students' home languages can be used as a scaffold for learning in appropriate contexts:

- Students may use their home language during independent work to help organize ideas before expressing them in English.

- Teachers will encourage students to use bilingual dictionaries and reference materials when necessary.

- CJD supports home language literacy by providing library resources in students' home languages when available.

- Students are free to communicate in any language outside of classroom lessons.

CJD values linguistic diversity and encourages students to celebrate their home languages while fostering an inclusive, multilingual school environment. Ultimately, everyone's home language adds to the cultural and linguistic diversity of our school

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5. Communication with Parents and Public

All official communications (letters, emails, newsletters, school reports, event invitations) will be provided in English.

Parent meetings will normally be conducted in English, but translation services may be provided where possible to ensure full parental engagement.

At CJD, we believe that learning additional languages supports personal growth and encourages global citizenship.

To promote multilingualism, all students from Primary 1 onwards take Portuguese lessons to build their skills in the language of the host country. Depending on the curriculum, students may also have the chance to study other languages such as Spanish or French.

While not all students will reach full academic proficiency in every language, we aim to support them in progressing as far as possible.

All teachers at CJD are seen as language teachers. We work together to create a consistent and supportive language-learning environment for all students. In Early Childhood, children are introduced to Portuguese through music, dance, and movement activities.

6. Support for Non-English-Speaking Students

Students identified as having language learning needs receive additional support to help them succeed academically. For students entering with limited English proficiency, CJD offers targeted English as an Additional Language (EAL) support to strengthen their academic English skills.

Students in Primary and Lower Secondary may join an Intensive English Course (IEC) while continuing to attend core subjects. In Upper Secondary and Advanced levels, IEC is available only to students who are likely to reach the required English level within six months.

Progress in the IEC is monitored through regular assessments. Students must achieve at least B1/B2 level for IGCSE and C1 level for A-Level (more details in the CJD Admissions Policy).

Additional language support may include:

o   Scaffolded instruction

o   Individualised interventions

o   Teacher mentorship

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The wider school and local community is also an important part of language learning. Students take part in field trips to places like museums, libraries, theatres, and cinemas to practice language in real-life contexts and learn about local culture. Guest speakers from different organizations are regularly invited to school, enriching students' exposure to diverse ideas and language use. Throughout the year, students also participate in cultural events—such as International Day or a Gastronomic Fair—celebrating the many cultures in our school and promoting international-mindedness and appreciation of diversity.

7. Library and Resource Support for Home Languages

CJD is committed to supporting students' linguistic and cultural identities by:

- Stocking the school library with books and educational materials in students' home languages.
- Encouraging bilingual reading sessions and peer language clubs.
- Providing bilingual learning tools to assist in language acquisition.

8. Linguistic proficiency assessment

To ensure appropriate language support and class placement, the following procedures are in place:

- All new students from non-English-speaking backgrounds will undertake a school-administered spoken and written placement test before commencing, in accordance with their level, to gage their fluency level.
- The test must be completed in person or under invigilated online conditions.
- Online placements should be conducted on anti-copying-specific websites that monitor copy-pasting, AI and opening new windows (exam.net, safeexambrowser.org, respondus.com, testportal.net).
- Submissions should be submitted to an AI check.
- There should be a 4-week trial period where teachers can flag students who are clearly under placed (bored, overperforming), or over placed (struggling with basic instructions and comprehension) and request transferal.

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VII – <u>Assessment and Progression Policy</u>

1. Introduction

This is a fundamental policy of Colégio Júlio Dinis (CJD) International School, which is included in the induction process for all staff members. All staff are required to have access to this policy and must sign to confirm they have read and understood its contents.

This policy will be reviewed <u>at least</u> once a year, and/or whenever there are updates to national or local guidance and procedures.

Key Contact Personnel in School

- **Designated Safeguarding Lead (DSL):** Helena Silva (Head of School)
- **Deputy Designated Safeguarding Leads (DDSL):**
- **Wellbeing Officer:** Helena Sayanda
- **SEND Coordinator:** Márcia Silva
- **Named Safeguarding Governor**: Marco Carvalho (School Principal)
- **Regulatory & Compliance Director:** (Dukes Education):
- **Head of Levels:**
  - **Head of Primary:** João Silva
  - **Head of Lower Secondary:** Lesley Ferreira
  - **Head of Upper Secondary:** Nuno Cunha
  - **Head of Advanced Studies:** Tomas Silva

By implementing this policy, CJD demonstrates its commitment to protecting children from harm and fostering a safe educational environment where every student can thrive.

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2. Purpose and Scope

At CJD, we believe every child has the right to grow up in a safe and nurturing environment. We are deeply committed to safeguarding children from harm, a dedication that should reassure you of our unwavering commitment to their welfare in all school decisions and actions.

Our safeguarding policy is a testament to our dedication of to ensuring the safety, security, and Wellbeing of all children under our care. We strive to create a secure and nurturing environment where every student is free from the risk of harm, abuse, or neglect. Our commitment is evident in our comprehensive framework that outlines the measures we employ:

- **Creating a Protective Atmosphere:** Our commitment to creating a school environment that prioritises every child's physical, emotional, and psychological safety should reassure you of our dedication to your children's Wellbeing.

- **Promoting Welfare:** Actively fostering children's overall Wellbeing and development through preventive measures and timely interventions.

- **Empowering Staff and Volunteers:** We value our staff and volunteers as integral to safeguarding. We ensure that all of them are well-trained, informed, protected and vigilant in recognising and responding to safeguarding issues.

- **Supporting Children's Rights:** Upholding children's rights to be heard, express their feelings and opinions, and be involved in decisions affecting their welfare.

- **Engaging Parents and Guardians:** Collaborating with parents and guardians to reinforce safeguarding practices and promote a shared responsibility for the protection of children.

- **Adhering to Legal Standards:** We comply with Portuguese child protection laws and guidelines, including those set forth by the "*Comissão Nacional de Promoção dos Direitos e Proteção das Crianças e Jovens*" (CNPDCJ). This adherence to legal standards should provide you with a sense of security about our commitment to the safety and Wellbeing of your children.

- **Continuous Improvement:** We are committed to regularly reviewing and updating our safeguarding policies and procedures to reflect best practices and ensure ongoing effectiveness. This dedication to improvement should reassure you of our unwavering commitment to your children's safety. By implementing this policy, CJD demonstrates its steadfast commitment to protecting children from harm and fostering a safe, educational environment where every student can thrive, instilling confidence in our dedication to your children's safety.

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This policy applies to all students, staff, volunteers, parents, guardians, and visitors at CJD. It is a collective responsibility of each group to ensure the safety and Wellbeing of children. Each group has specific responsibilities, and together, we form a unified effort:

- **Students** are capacitated to safeguard their Wellbeing by being aware of their rights and responsibilities and recognising and reporting any form of abuse. It is also essential for them to practice safe behaviours.
- **Staff** members, in their critical position, are integral to our safeguarding efforts. They are responsible for observing changes in behaviour, identifying concerns, and providing early help to children. Their role is invaluable in ensuring the safety and Wellbeing of all students.
- **Parents and Guardians** should understand and adhere to the school's safeguarding policies, support the school's efforts, and communicate any concerns about their child's welfare. Failure to adhere to these policies may result in:

  o **meetings with school officials**: we value your role in the safeguarding process. Therefore, parents may be required to meet with school officials to discuss concerns and reinforce the importance of following safeguarding policies;
  o **restricted access to school premises**: if safeguarding policies are not respected, access to school grounds or participation in school events may be severely limited or even revoked.
  o **referral to external authorities**: in cases of serious breaches, the school may refer the matter to child protection services or law enforcement agencies to ensure the child's safety and wellbeing.
  o **termination of enrolment**: repeated or severe non-compliance with safeguarding policies could lead to the termination of the child's enrolment at the school. These measures are in place to ensure the safety and Wellbeing of all students, a goal we all share and are collectively responsible for.
  o
- **Volunteers and Visitors** must follow the school's procedures to ensure the safety of students while on the school premises.

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INTERNATIONAL SCHOOL

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3. Rights and Responsibilities of Students, Staff, and Parents/ Guardians

3.1. *Rights and Responsibilities of Students*

Students at CJD have the right to:

- Feel safe, be listened to, and have their wishes and feelings considered.
- Confidently report abuse, knowing their concerns will be treated seriously, and they can express their views safely.
- Contribute to the development of school safeguarding policies.
- Receive help from a trusted adult.
- Learn how to keep themselves safe, recognise when they are at risk, and seek help when needed, including online.

3.2. *Rights of Children with Special Educational Needs and Disabilities*

CJD recognises that children with special educational needs (SEN) and disabilities may face additional safeguarding challenges due to their potentially reduced ability to resist or avoid abuse. The school is committed to ensuring that children with SEN and disabilities, particularly those with communication difficulties, receive the support needed to make their voices heard and acted upon.

Staff members are encouraged to remain vigilant to the fact that children with SEN and disabilities are disproportionately affected by safeguarding issues such as bullying. They should carefully investigate possible signs of abuse, such as changes in behaviour or mood and unexplained injuries, without assuming these are solely related to the child's disability. It is important to recognise that children with SEN and disabilities may not always show obvious signs of abuse.

CJD is dedicated to promoting equality and preventing discrimination. We ensure that all students are treated with respect and dignity, a commitment that should make every member of our community feel valued and respected, regardless of their condition or background.

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3.3. *Responsibilities of Staff*

Staff members play a pivotal role in safeguarding CJD. Their ability to notice changes in a child's behaviour or appearance, identify concerns early, provide help, promote welfare, and prevent issues from escalating is crucial. Staff responsibilities include:

- Being vigilant about child welfare concerns, regardless of the context or severity. Their vigilance is integral to our safeguarding process. Recognise that warning signs and symptoms can vary widely and that children mature at different rates.

- Respond to warning signs early to provide appropriate support and services for the child and family.

- Be alert to parental behaviours indicating abuse or neglect, such as substance abuse, sudden mental health changes, or domestic abuse.

- Recognise that abuse can occur between children, necessitating awareness of Peer-on-Peer abuse

- Being familiar with CJD's safeguarding policies and systems.

- Undertaking regular and updated training.

- Knowing what to do if a child discloses abuse or neglect and knowing how to make referrals to children's social care and statutory assessment under Portuguese laws.

- Reassuring victims that they are taken seriously, supported, and kept safe. Victims should not feel they are causing a problem by reporting abuse, sexual violence, or harassment, nor should they feel ashamed for reporting.

To ensure everyone at CJD can identify and respond to child protection concerns:

- All staff and volunteers receive regular training on safeguarding.

- The safeguarding policy is reviewed annually and updated as needed.

- Safeguarding information is made accessible to all members of the school community.

It's important to understand that a warning sign does not automatically mean a child is being abused. This knowledge should guide your actions and ensure a cautious approach.

3.4. *Responsibilities of Parents and Guardians*

Parents and guardians have a responsibility to:

- Understand and adhere to stated school policies and procedures, such as the school's code of conduct, anti-bullying policy, and child protection policy.
- Discuss safeguarding issues with their children and support the school's safeguarding approaches.
- Identify behaviours, including online, that indicate their child might be at risk of harm and seek help and support from the school or other agencies, such as the local child protection services or the police. Parents can request a copy of the school's Child Protection Policy and other related policies or view them on the school website, knowing that comprehensive support and information are readily available.

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4. Types of Abuse and Neglect

Abuse is a form of maltreatment where harm is inflicted on a child or not prevented. Harm can include non-physical ill-treatment such as verbal abuse, and witnessing ill-treatment of others, such as domestic abuse. For instance, a child who is constantly belittled or humiliated by a caregiver is experiencing emotional abuse. Abuse can occur in families, institutions, or community settings, and can be online or offline. Perpetrators can be adults or other children. There are several types of abuse:

- **Physical Abuse**: Involves causing bodily harm to a child through actions like but not limited to hitting, shaking, throwing, poisoning, burning, drowning, or suffocating. It can also involve fabricating symptoms or inducing illness in a child.
- **Sexual Abuse**: Involves forcing or enticing a child to participate in sexual activities, with or without violence, and whether the child understands what is happening or not. This includes physical contact, non-contact activities (such as looking at sexual images), and online abuse. Both males and females can perpetrate sexual abuse, as can other children.
- **Emotional Abuse**: Persistent emotional maltreatment causes severe effects on a child's emotional development. It includes making a child feel worthless, inadequate, or unloved, imposing age-inappropriate expectations, and witnessing the ill-treatment of others. Bullying and overprotection are also forms of emotional abuse.
- **Neglect**: The persistent failure to meet a child's basic physical and psychological needs, leading to serious health or developmental issues. It can occur during pregnancy due to maternal substance abuse and after birth through inadequate food, clothing, shelter, supervision, or medical care.

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5. Identifying Potential Risks

At CJD, we recognise potential risks to children, including but not limited to:

- Inappropriate behaviour by staff, volunteers, parents/guardians or visitors.
- Peer-on-peer abuse.
- Bullying, including cyberbullying.
- Domestic abuse.
- Unsafe online activities.
- Unexplained withdrawal from school

5.1. *Inappropriate Behaviour by Staff, Parents/Guardians, Volunteers or Visitors*

At CJD, we are committed to maintain a safe and respectful environment for all. This includes a zero-tolerance approach to inappropriate behaviour by staff, volunteers, parents, or visitors. We believe that every member of our community deserves to feel safe and always respected.

Our school acknowledges the profound and lasting effects that inappropriate adult behaviour within the school environment can have on students and staff. It is of utmost importance that all reports of such behaviour are treated with the seriousness they deserve, and that appropriate measures are taken to support the victims and address the misconduct.

To ensure the safety and Wellbeing of our students, CJD maintains and upholds strict standards of behaviour for all staff, volunteers, parents, and visitors. Any behaviour that undermines these standards must be reported immediately and will not be tolerated.

Examples of unacceptable behaviour include:

- **Physical Misconduct**: Unwarranted physical contact or aggression, including maltreatment of a child under one's care (Article 152 of the Portuguese Penal Code).
- **Verbal Misconduct**: Inappropriate comments, jokes, or language, including verbal abuse, coercion, and the use of threatening or aggressive language.
- **Emotional Misconduct**: Bullying, intimidation, or manipulation, which can constitute maltreatment (Article 152 of the Portuguese Penal Code).

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- **Misuse of Authority**: Coercing or manipulating students into inappropriate actions, including abuse of authority to engage in misconduct (Article 382 of the Portuguese Penal Code).
- **Boundary Violations**: Overstepping professional boundaries in relationships with students, including engaging in or attempting to engage in sexual activities with minors under 14 years old, regardless of consent (Article 171 of the Portuguese Penal Code).
- **Unsuitable Behaviour by Parents/Guardians**: Shouting, threatening, or becoming abusive towards staff, volunteers, students, or other parents. This includes using unacceptable language or displaying aggressive behaviour that creates a hostile environment.

It is the staff responsibility to:

- Make it clear that inappropriate behaviour is unacceptable and will not be tolerated.
- Report any concerns about inappropriate behaviour to the Designated Safeguarding Lead (DSL) or to another member of the Safeguarding Team. The reporting process is straightforward, and all reports will be taken seriously and handled with confidentiality and sensitivity. Staff should recognise that issues may be influenced by the perpetrator's position of authority and trust and the victim's potential vulnerability.

To minimise the risk of inappropriate behaviour, CJD:

- Implements a robust code of conduct for all staff, volunteers, parents, and visitors.
- Provides regular training on professional behaviour, boundaries, and safeguarding responsibilities.
- Ensures multiple channels to allow students to report concerns, knowing they will be listened to, and valued.
- Trains and supports the Safeguarding Team to efficiently manage and support issues and concerns in line with the policy.

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Parent/Guardian Conduct

At CJD, we uphold a culture of respectful Engagement: Parents and guardians are expected to engage respectfully and constructively with school staff, volunteers, and other parents.

- **Prohibited Behaviour**: Shouting, threatening, using abusive language, or displaying aggressive behaviour towards anyone in the school community will not be tolerated.

- **Consequences**: Any parent or guardian exhibiting inappropriate behaviour will be subject to immediate action. This may include a formal warning, a meeting with school administration to discuss the behaviour and potential solutions, or restrictions on access to school premises. Repeated or severe misconduct may result in further actions, including legal measures if necessary. It's important to note that the severity and frequency of the misconduct will determine the course of action.

Possible indicators of neglect:

- Child is unwashed or hungry
- Parents are uninterested in child's academic performance
- Parents do not respond to repeated communications from the school
- Child does not want to go home
- Parents or legal guardians cannot be reached in case of emergency

5.2. *Peer-on-Peer Abuse*

CJD has a zero-tolerance approach to Peer-on-Peer abuse. It's crucial for our school staff to recognise that children, regardless of their age or sex, can be both victims and perpetrators of sexual violence and harassment. This includes instances where a group of children sexually assaults or harasses another child or group of children.

CJD understands that children who are victims of sexual violence and harassment often find these experiences extremely stressful and distressing, which can negatively impact their educational attainment. Sexual violence and harassment exist on a continuum, can overlap, and occur both online and offline (physically and verbally).

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These behaviours are unacceptable; all victims must be taken seriously and receive appropriate support, including counselling, legal assistance, and academic accommodations. Staff should be aware that certain groups, such as girls, children with SEND, and LGBT children, are at greater risk.

Staff should be keenly aware of the importance of:

- By unequivocally stating that sexual violence and harassment are not acceptable, will never be tolerated, and are not an inevitable part of growing up, we are actively taking steps to ensure the safety and Wellbeing of our school community.
- We do not dismiss or tolerate sexual violence or harassment as 'banter,' 'part of growing up,' 'just having a laugh,' or 'boys being boys,' for example.
- Our zero-tolerance policy ensures that such behaviours are not accepted in our school environment, providing a sense of security and protection to all.
- Challenging behaviours that are potentially criminal, such as grabbing bottoms, breasts, and genitalia, flicking bras, and lifting skirts, is a commitment we uphold to prevent the normalization of such actions. This empowers our community and ensures they feel supported in our efforts to maintain a safe environment.

All staff have a role in challenging inappropriate behaviours between children. They should recognise that peer-on-peer abuse issues may be influenced by the gender, age, ability, and culture of those involved. For example, in gender-based abuse, girls are more likely to be victims, and boys are more likely to be perpetrators.

Staff should understand that even if there are no reports of peer-on-peer abuse at CJD, it does not mean it is not happening. If they have any concerns about peer-on-peer abuse, staff should speak to the DSL or to another member of the Safeguarding Team, who are trained to handle such situations and will ensure that the appropriate actions are taken to address the issue.

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To minimise the risk of Peer-on-Peer abuse, CJD:

- Implements a robust anti-bullying policy.
- Provides an age-appropriate anti-bullying curriculum aligned with the Cambridge International curriculum.
- Ensures various staff members are available for children to approach with concerns at any time.
- Trains and supports staff to manage and support peer-on-peer issues and concerns efficiently in line with the policy.
- CJD implements a limited phone and computer use policy to minimise online exploitation and radicalisation risks. Students are permitted to use their phones and computers only during designated times. This policy aims to reduce unsupervised online activity, foster a safer school environment, and promote face-to-face communication.

Sexual Violence

Sexual violence includes offences under Portuguese law, specifically as outlined in the "*Código Penal Português*". Relevant offences include:

- **Rape:** Intentional penetration of the vagina, anus, or mouth of another person without consent (Article 164 of the Portuguese Penal Code).
- **Sexual Coercion:** Using violence, serious threats, or taking advantage of a victim's incapacity to resist to force them into a sexual act (Article 163 of the Portuguese Penal Code).
- **Sexual Abuse of a Minor:** Engaging in sexual activities with minors under 14 years old, regardless of consent (Article 171 of the Portuguese Penal Code).

Consent involves having the freedom and capacity to choose. Consent can be given for one sexual activity but not another and can be withdrawn at any time. A child under 14 can never consent to sexual activity under Portuguese law. The age of consent is 16, and sexual intercourse without consent is considered rape. Creating or sharing sexual images or videos of individuals under 18 is illegal, including self-generated content by children.

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Sexual Harassment

Sexual harassment is unwanted conduct of a sexual nature that can occur online and offline. It violates a child's dignity and creates a hostile, offensive, or sexualised environment.

Examples include:

- Sexual comments, such as telling sexual stories, making lewd comments, and calling someone sexualised names.
- Sexual "jokes" or taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with clothes, and displaying sexual images.
- Online sexual harassment, including non-consensual sharing of sexual images and videos, sexualised online bullying, and unwanted sexual comments and messages.

Prevention

To minimise the risk of harm and allegations against students, the school:

- Provides a developmentally appropriate Relationships and Sex Education curriculum (to be covered in PSHE) through the syllabus, educating students on acceptable behaviour and self-protection, including online safety, in alignment with the Cambridge International curriculum.
- Has systems in place for students to raise concerns with staff, ensuring they will be listened to and valued.
- Develops robust risk assessments and provides targeted interventions for students identified as potential risks to others.

5.3. *Bullying*

CJD has a zero-tolerance bullying policy. Please consult our **CJD Bullying Policy** for comprehensive guidelines, procedures for reporting incidents, and strategies for prevention and intervention.

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5.4. *Domestic Abuse*

CJD is committed to safeguarding all children and recognises the severe impact domestic abuse can have on their Wellbeing.

Domestic abuse is defined as any incident or pattern of incidents involving controlling, coercive, threatening behaviour, violence, or abuse between individuals aged 16 or older who are or have been intimate partners or family members, regardless of gender or sexuality.

Types of Domestic Abuse

Domestic abuse can take various forms, including but not limited to:

- **Psychological**: Emotional manipulation, threats, and verbal abuse.
- **Physical**: Hitting, slapping, pushing, and other forms of physical violence.
- **Sexual**: Any non-consensual sexual activity.
- **Financial**: Controlling or limiting access to financial resources.
- **Emotional**: Undermining an individual's self-worth or self-esteem.

Children can witness and be adversely affected by domestic abuse occurring within their home environment. Exposure to such abuse can lead to significant emotional and psychological distress, potentially resulting in long-term consequences. Children may blame themselves for the abuse or may experience disruption in their lives, such as having to leave their family home.

Responsibilities

Staff at CJD must be vigilant in recognising the signs of domestic abuse and understand the potential impact on children. It is crucial to:

- **Be aware**: Understand the various forms of domestic abuse and their potential signs.
- **Take action**: Report any concerns about domestic abuse to the DSL or another member of the Safeguarding Team.
- **Provide support**: Ensure that children affected by domestic abuse receive appropriate emotional and psychological support.
- **Maintain confidentiality**: Maintain the utmost confidentiality regarding all reports and disclosures, sharing information only on a need-to-know basis and as required by legal requirements.

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5.5. *Online Exploitation, Grooming of Minors, and Radicalisation*

CJD is dedicated to safeguarding our students from the dangers of online exploitation, grooming, and radicalisation. We understand the significant risks these issues pose and are committed to creating a secure and supportive environment for our students.

To equip our students with the knowledge to navigate these risks, CJD focuses on:

- **Safe online practices**: Educating students about the importance of secure online behaviour, recognising suspicious activities, and understanding the tactics used by online groomers.

- **Recognising grooming**: Teaching students to identify signs of online grooming, such as excessive flattery, requests for personal information, or attempts to isolate them.

- **Understanding radicalisation**: Informing students about the process of radicalisation, the risks associated with extremist ideologies, and how to challenge these views.

5.6. *Unexpected Withdrawals*

Students must not miss school for extended periods or habitually without justification. Absence for more than <u>three</u> successive days without appropriate justification is a concern. Preventing a child from attending school without valid reasons is a criminal offence in Portugal.

All staff at CJD should be aware that unexpected withdrawals can act as a vital warning sign of various safeguarding concerns, including but not limited to:

- o   Abuse or neglect
- o   Child criminal exploitation
- o   Child sexual exploitation
- o   Mental health problems
- o   Substance misuse

Please refer to the student handbook for detailed attendance policies.

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6.   Children Going Missing from School

At CJD, the safety and wellbeing of our students are paramount. To ensure that every child is accounted for and protected, we have established this safeguarding policy to prevent students from going missing. This policy outlines the procedures and responsibilities associated with using digital swipe cards and monitoring student attendance.

Digital Swipe Card System

At CJD, we have implemented a digital swipe card system, a robust security measure designed to enhance student safety. Each student is issued a card they must swipe upon entrance and departure from the school. This system, along with other measures, is a testament to our commitment to ensuring the safety and Wellbeing of our students.

- **Swipe Card Usage:** All students must swipe their cards at designated card readers upon entering and leaving the school. This action is mandatory and recorded automatically.
- **Card Management:** Lost or stolen cards must be reported immediately to the school's administrative office. Replacement cards will be issued promptly.
- **Monitoring:** Staff members are responsible for ensuring the swipe card system functions correctly. Any malfunctions or discrepancies must be reported immediately to the IT department.

Missing Student Procedures

Should a student go missing or be unaccounted for, our comprehensive procedures are in place to guide our response. These procedures are designed to ensure a swift and thorough search, involving all necessary parties, to locate the student and ensure their safety.

1. **Initial action:** Immediately check the swipe card system for any recent activity or discrepancies related to the missing student. Verify the student's last known location and time.

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2. **Inform staff:** Notify key staff members, including the school's designated safeguarding lead.

3. **Search:** Conduct an immediate and thorough search of the school premises and surrounding areas. Ensure all possible locations where the student could be found are checked.

4. **Contact authorities and parents/guardians:** If the student is not found within a reasonable timeframe or if there are concerns about their safety, contact parents and local law enforcement authorities for assistance.

5. **Document:** It's essential to document all actions taken when a student goes missing, including times, individuals involved, and outcomes. This information should be used to complete an incident report and submit it to the safeguarding lead, ensuring transparency and accountability in our procedures.

6. **Review:** After the incident is resolved, review the circumstances to identify any potential improvements in the policy or procedures. Share findings with staff to prevent future occurrences.

7.   Raising Concerns and recording Safeguarding Concerns

The safety and Wellbeing of our students is a shared responsibility. CJD emphasises the importance of collaboration and open communication between the school, families, and friends to monitor and address any signs of online exploitation, grooming, or radicalisation. By working together, we can create a supportive network that ensures our students' safety online and offline. Anyone can raise concerns about a child's wellbeing at CJD by speaking directly to a Form Tutor, Head of the International Programme or contacting a member of the Safeguarding Team.

If a staff member has a safeguarding concern, they will record written, dated forms which are signed. They will then immediately speak to the DSL. The DSL will then record the action taken using the statutory guidance detailed below. Records must be completed as soon as the incident or event, using the as more quickly as possible child's words as much as possible.

All safeguarding concerns, discussions, and decisions (along with justifications for those decisions) will be documented in writing. If staff members are still determining recording requirements, they should discuss their concerns with the DSL.

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Safeguarding records are kept for individual children and are maintained separately from all other documents relating to the child in the school on the safeguarding portal. Hard-copy safeguarding records are kept by data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are only shared with staff on a 'need to know' basis.

All safeguarding records will be transferred under confidential and separate cover to the child's subsequent school or setting in accordance with data protection legislation. These will be given to the new DSL, and a receipt of delivery will be obtained.

Records should include:

- A clear and comprehensive summary of the concern.
- Provide details of how the concern was followed up on and resolved.
- A note of any action taken, decisions reached the justification for those decisions, and the outcome.

The Head of School and Governors will be kept informed of any significant issues by the DSL through regular reports.

Safeguarding concerns should follow these steps:

1. Recognise and Document the Concern

If you observe any signs or indicators of abuse, neglect, or other safeguarding concerns, take note of the details on CPOMs and notify the respective head of level. Document the situation in writing, including the date, time, and relevant information.

2. Inform a Designated Safeguarding Lead (DSL) or a Head of Level

Immediately report the safeguarding concern to the DSL or Head of Level. They are responsible for overseeing safeguarding at CJD.

3. Provide a Clear and Comprehensive Summary

When reporting the concern, provide a clear and comprehensive summary. Include all relevant details, such as the nature of the problem, any individuals involved, and any supporting evidence or observations.

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4. Follow the DSL's Guidance

The DSL or Head of Level will guide you on the necessary steps. They will provide further instructions on how to proceed with the safeguarding concern.

5. Maintain Confidentiality

Keep all information related to the safeguarding concern confidential. Share the information only with the necessary individuals involved in the reporting process.

6. Act

Based on the DSL's guidance, take appropriate action to ensure the safety and wellbeing of the child involved. This may include providing support to the child, involving external agencies if necessary, or implementing any necessary disciplinary actions.

7. Record the Concern

After reporting the concern, document it officially using the established safeguarding record forms. Include the details of the concern, the actions taken, and any decisions reached. Record the information accurately and timely.

8. Inform Leadership

Keep the Head of School and Board informed of any significant safeguarding concerns. Provide regular reports to ensure that the school's leadership is aware of any ongoing issues including allegations against staff members.

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8. Legal Context

This policy is firmly rooted in and aligns with the robust framework of Portuguese child protection laws and regulations. These laws and regulations, including guidance and practices from the "*Comissão Nacional de Promoção dos Direitos e Proteção das Crianças e Jovens*" (CNPDCJ), provide a comprehensive framework for child protection, ensuring that every child's rights are upheld and protected.

CJD must intervene involving external authorities when:

- cases of extreme and immediate danger are evident
- the parents/guardians/legal representatives oppose the school's intervention
- the facts that indicated a situation of danger to the student constitute a crime
- there is a current or imminent danger to the student's life or physical integrity and there is opposition from the parental authority
- if a student exceeds the allowed number of absences (Refer to attendance and Tardiness Policy). and corrective measures are ineffective, as such absences may indicate neglect or abuse

If a student is involved in allegations, their parents or guardians will be informed, unless doing so would place the child at further risk of harm.

The school will cooperate fully with any external investigations conducted by law enforcement or child protection authorities, providing documentation and witness statements as requested.

Promptly investigating and taking necessary actions to protect students from online harm, including reporting extreme or obscene material, suspicious behaviour, or concerns to relevant authorities such as:

- o "Apoio a Vitima" (APAV)
- o "Centro Internet Segura"
- o "Seguranet"
- o "Internet Matters"

By adhering to this policy, CJD is committed to safeguarding and promoting the welfare of all children in our care. For further information, please refer to the comprehensive guidelines available at CNPDCJ.

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VIII – <u>Special Educational Needs and Disabilities (SEND) Policy</u>

1. Introduction

At Colégio Júlio Dinis (CJD), we are committed to providing an inclusive learning environment where all students, regardless of their individual needs or abilities, can thrive. We recognise that some learners may require additional support and are dedicated to identifying and addressing Special Educational Needs and Disabilities (SEND) at the earliest opportunity.

This policy outlines our approach to supporting students with SEND, ensuring access to the curriculum, personalised support where necessary, and close collaboration with families and professionals. Our goal is to promote equity, academic progress, and wellbeing for every student.

2. Colegio Julio Dinis (CJD) Vision and Mission

Vision Statement

Our vision is to cultivate a community of learners equipped with the knowledge, skills, and values necessary to thrive in a rapidly evolving world. We are committed to fostering a culture of excellence and innovation, where every student is inspired to explore their passions and achieve their full potential.

Mission Statement

At Colegio Julio Dinis (CJD) international School, our mission is to deliver a world-class education that empowers students to succeed in an ever-changing global landscape. We believe that education goes beyond acquiring knowledge; it involves nurturing critical thinking, creativity, and leadership skills.

With a curriculum rooted in the prestigious Cambridge International Program, our rigorous academic framework challenges students to excel while fostering a love for learning. Through a personalized, student-centred approach, we promote lifelong learning, resilience, and the confidence to overcome life's challenges.

At CJD, we strive to empower students not only with academic knowledge but also with the habits, skills, and character necessary for success in a globalized world.

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Our Goals

- **Foster a Love for Learning**.

We aim to create an engaging and inspiring learning environment that encourages students to become lifelong learners passionate about discovery and growth.

- **Encourage Critical Thinking**

In today's complex and interconnected world, the ability to analyse, evaluate, and solve problems is essential. We focus on developing our students' critical thinking skills to prepare them for success in any field.

- **Cultivate Global Citizenship**

To prepare students for an increasingly globalized world, we expose them to diverse perspectives, cultures, and experiences, instilling a sense of global citizenship and empathy.

- **Build Character**

Personal and professional success starts with strong values. We emphasize honesty, integrity, respect, and responsibility to help students develop their character and moral compass.

- **Support Personal Growth**

Recognizing that every student has unique potential, we provide individualized attention and guidance to help them grow and achieve their fullest potential.

CJD blends the rigor of the Cambridge International curriculum with innovative, student-centred methodologies to prepare students for the challenges and opportunities of the 21st century. Our aim is to equip learners not only to succeed academically but also to thrive as responsible, global citizens.

Students at CJD have a wide range of cultural backgrounds, abilities, and interests. It is our goal that every student will reach his or her full potential. We will help them acquire appropriate levels of autonomy and responsibility, as well as academic and emotional skills. We believe that inclusion is a continual process of increasing learning and participation for all students.

3. Admission to the school

CJD operates as a non-selective school, welcoming students from all backgrounds without discrimination. Admissions are based on the belief that every student can thrive with appropriate support. CJD admits students diagnosed or suspected SEN, provided the school is equipped to meet their needs. Parents of children with SEN or disabilities need to consult with the Wellbeing Department to discuss and align necessary support mechanisms. Currently, the school does not have dedicated facilities, equipment, or infrastructure to accommodate students with more severe physical disabilities.

For students transferring to CJD, the previous school records serve as the primary source of information to understand individual needs. If essential records are unavailable, parents may be asked to arrange specialist evaluations. CJD reserves the right to contact previous schools directly to clarify any queries about a student's records. Psycho-educational evaluations and academic assessments offer additional insights into prospective students' needs, ensuring appropriate placement and support and may be requested if deemed necessary. All students are enabled and encouraged to reach their potential

Detailed information regarding the admission process can be found in the **CJD Admissions Policy**.

4. Identification Procedures

The identification of a student with special needs can occur at any stage of their schooling. These needs may become more apparent as the student progresses through school. When a teacher suspects that a student may require additional support, the referral process is as follows:

1. The Form Tutors should gather input from all the students' teachers to determine if the difficulties observed are consistent across multiple subjects.

2. The classroom tutor should submit a referral through CPOMS to the psychology department, including the information collected from all teachers.

3. The school psychologist will conduct classroom and recess observations of the student.

4. Subsequently, the person responsible for the SEND Department will meet with the parents to discuss potential accommodations.

5. If necessary, the Psychology Department will draft an **Individual Educational Plan (IEP)**, detailing the accommodations and special support required.

6. Parents are required to review and sign the IEP document.

7. The classroom tutor should inform all the students' teachers of the accommodations outlined in the IEP. These may include both classroom accommodations and assessment-related adjustments.

More focused diagnostic assessments are carried out by key staff, as appropriate, in consultation with members of a range of outside agencies.

5. Rights and Responsibilities

All students and members of the school community are entitled to certain rights and are expected to uphold corresponding responsibilities, as outlined below.

| Student´s rights and responsibilities ||
Rights	Responsibilities
To learn in a safe, inclusive environment.	To respect school rules and policies.
To express opinions respectfully.	To treat peers, staff, and property with respect.
To receive a high-quality education.	To attend school regularly and be punctual.
To be heard and supported.	To take responsibility for their own learning.
To access school resources and facilities.	To use resources responsibly and ethically.

| Parents' rights and responsibilities ||
Rights	Responsibilities
To be informed about their child's progress.	To communicate respectfully with the school.
To participate in school events and decisions.	To support their child's learning at home.
To raise concerns and receive timely feedback.	To ensure their child follows school policies.
To access school policies and information.	To provide accurate and timely information (e.g., attendance, health updates).
To expect a safe and inclusive environment for their child.	To model positive behaviour and respect for school community members.

6. Special Education and Related Services

Special education is provided to a child with an identified disability who needs specially designed instruction to meet his/her unique needs and to enable the child to access the general curriculum.

Special educational needs at CJD include but are not limited to:

- o   Learning difficulties.
- o   Emotional, social and behavioural difficulties.
- o   Medical conditions.
- o   Speech difficulties.
- o   Visual/ hearing impairment
- o   Gifted and talented students.

Related services are those services that are required for a child to benefit from special education. Related services may include, but not be limited to, psychological and counselling services transportation, therapy and medical services that are required for diagnostic or evaluation purposes.

Classroom educators are also supported in developing ways to differentiate but students that need support beyond the school´s capability are referred to outside providers.

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7. Assessment

At CJD, we aim to provide every student with the opportunity to demonstrate their full potential during assessments. For students identified as requiring special accommodations, a clear process is followed to determine and implement suitable adjustments. These accommodations should reflect the students' usual method of working, ensuring that by the time they sit for their examinations, the adjustments feel like a natural part of their routine.

The Cambridge system, upon reviewing the necessary documentation, recognizes and provides accommodations in the following four areas:

1. Listening Tests
2. Reading and Use of English Tests
3. Speaking Tests
4. Writing Tests

The list below summarizes some of those accommodations to be defined by the SEND coordinator:

- Additional time and rest periods
- Use of computers to type the answers
- Scribes and readers (human readers will be used in Primary P3 and P4. For P5 and P6, an individual analysis of the students' needs is performed to identify the need for either a human or computer reader).
- For Lower Secondary, Upper Secondary, and Advanced students, computer readers will be used.
- Assessment Paper Modifications for Individual Learning Needs
- Audio recordings
- Alternative venues for examinations
- Assistance with practical work
- Fidgeting during classes (if it is used responsibly)

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8.   Individualized Education Program (IEP)

If a student is determined to be eligible for special education services, the psychologist will develop an IEP to meet the specific needs of the student. The IEP is a written plan that describes in detail the student's special education program. Some key elements of a child's IEP include the following:

- Present levels of educational and functional performance.
- Measurable educational goals linked to present levels of academic and functional performance forthe coming year and short-term instructional objectives derived from those goals.
- Evaluation procedures and performance criteria.
- Modifications and accommodations the student needs to participate in the general educationcurriculum including non-academic and extracurricular activities.
- Recommended instructional settings and a list of people who will work with the student
- The length of the school day and year
- All staff have access to IEPs. Information is constantly updated and circulated to all staff.

9.   School Counsellor

CJD employs a full-time psychologist who is available to support students, parents, and educators. The counsellor plays an integral role in the admissions process, meeting with some new families and conducting regular sessions with students. The counsellor provides individual support to students experiencing emotional challenges, either through self-referral or referrals from educators or parents. For younger students, the focus is on fostering positive attitudes towards themselves and their peers. For older students, the emphasis shifts to developing self-advocacy, respect for themselves and others, and navigating emotional or behavioural challenges through positive decision-making.

In cases where additional or specialized support is required, the school counsellor may recommend external providers and collaborate with them to ensure the student's well-being.

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10. Confidentiality

At CJD, confidentiality is a foundation of fostering an effective and supportive school community. Students are best supported when educators and administrators have access to the most comprehensive and accurate information about their needs. Parents are expected to share any relevant information that will assist the school in providing tailored support for their children.

All shared information is treated with the utmost confidentiality and safeguarded accordingly. Discussions regarding a student's social, emotional, or learning difficulties are handled discreetly, and any necessary conversations with staff members or parents take place in private settings to maintain the student's privacy.

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IX – <u>Academic Honesty Policy</u>

1. Introduction: What is Academic Honesty?

Academic Honesty is a fundamental principle in education that reflects respect for intellectual and creative expression and values authentic work. At CJDIS, we aim to cultivate a learning environment where students take pride in producing original work that reflects their abilities, effort, and understanding.

An authentic piece of work is one that is based on the student's own ideas and expression, with proper acknowledgement of any external sources. Academic Honesty promotes personal integrity and encourages students to engage in research and assessment in a manner that is ethical, respectful, and responsible.

Where other ideas or information sources are used, these must be fully and appropriately acknowledged, using the student's own language and expression throughout.

The school community—staff, students, and parents—shares the responsibility of promoting academic honesty as a core value. This policy outlines the expectations, responsibilities, and consequences related to academic integrity at CJD-IS.

2. What is Malpractice?

Malpractice refers to any behaviour that gives, or attempts to give, an unfair academic advantage to a student or to others. It includes (but is not limited to) the following:

- **Plagiarism**: presenting the ideas or work of another person as one's own.
- **Collusion**: supporting malpractice by another student, such as allowing one's own work to be copied.
- **Duplication of work**: submitting the same work for different assessment components.
- **Fabrication of data**: falsifying or inventing data or results.
- **Use of unauthorised material** in examinations (e.g. notes, mobile phones).
- **Misconduct during examinations**, including disruptive behaviour.
- **Copying the work of another candidate**.

These behaviours undermine fairness and the integrity of assessment processes and will be treated seriously.

3. Roles and Responsibilities

Teachers must:

- Model academic honesty and integrity in their own practice.
- Teach students the values, knowledge, and skills associated with academic honesty, appropriate to their subject and year level.
- Provide explicit instruction on integrating and referencing the work of others.
- Cite all sources used in their teaching materials.
- Confirm, to the best of their knowledge, that work submitted for external assessment is the student's own authentic work.

Students must:

- Understand what academic honesty and malpractice mean by reviewing this policy with their teacher.
- Submit only work that is their own and has been properly referenced.
- Respect the intellectual property rights of authors, artists, and creators.
- Learn and apply referencing skills appropriate to their level, including paraphrasing, quoting, and creating bibliographies.
- Ask for clarification if unsure about referencing or proper academic conduct.
- Understand the consequences of academic dishonesty within the school and examination boards.

Parents/Guardians must:

- Support the development of academic honesty by reinforcing the importance of integrity at home.
- Ensure that any external tutoring or academic assistance does not compromise the authenticity of the student's work.

4. Academic Honesty and the Internet

With the ease of access to digital resources, it is essential that students understand that all information taken from the internet must be acknowledged. This includes:

*   Maps, photos, illustrations, data, graphs, and text

*   The source of the material and the date of access must be included in submitted work

*   Failure to do so constitutes plagiarism. If a teacher suspects academic dishonesty, they may:

*   Conduct an internet search for suspicious phrases

*   Use plagiarism detection software (e.g. Turnitin)

Artificial Intelligence (AI)

AI tools such as ChatGPT are powerful but must be used ethically. Students must:

*   Use quotation marks for any verbatim AI-generated text

*   Acknowledge the tool used, even when paraphrased

*   Understand that failing to credit AI tools is equivalent to failing to credit any other source

5. Academic Honesty and Group Work

Collaboration is encouraged in certain assessments. However, students must ensure that their **individual contributions are clearly identifiable**. To promote academic honesty in group work:

*   Set clear expectations for each member's role

*   Track contributions using shared documents (e.g. Google Docs, MS Teams)

*   Include progress logs and regular check-ins

*   Design assessments to evaluate both individual and group input

*   Include self- and peer-assessments to reinforce responsibility

*   Define and communicate consequences for dishonest behaviour

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6. School Procedures for Suspected Academic Dishonesty

Each case of suspected malpractice will be handled individually, with a focus on fairness, consistency, and educational guidance. The goal is to foster improved understanding and future compliance.

Minor Infringements

Handled by the teacher and Head of Level, with a focus on re-education:
- Student is interviewed
- Issue is clarified
- Work is resubmitted (no penalty)

Internal Sanctions for Major Incidents (e.g. homework, classwork, internal exams):

First Offence:
- Zero awarded for the work
- Teacher informs parents
- Referral made to Principal
- Expectations reviewed; support provided
- Work resubmitted to teacher

Second Offence:
- Zero awarded again
- Disciplinary referral to Principal
- Notation added to school records
- Parent-student-teacher-Principal conference

Third or Subsequent Offence:
- Student may receive **no credit for the course**
- Student may be **recommended for withdrawal** from external exam candidacy

All students are expected to uphold the principles of academic honesty. This policy is not only a framework for disciplinary action, but a **learning tool** to help students grow into responsible, ethical individuals capable of independent and original thought.

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X – <u>Anti-Bullying Policy</u>

1. Introduction

At Colégio Júlio Dinis (CJD) International School, we are committed to nurturing a spirit of excellence and inclusivity in our students through a multicultural, ebullient learning experience and a well-balanced education. We do not tolerate any form of bullying by anyone or towards anyone. As a school community, we all share the responsibility to maintain an environment which is free from bullying.

Every CJD student:

- Is entitled to an education in a safe environment.

- Deserves respect and equal treatment in terms of dignity and value.

- Has a duty to care for their own wellbeing and for the wellbeing of others.

The World Health Organization (WHO) defines bullying as a repetitive, intentional harm caused to one person or group by another person or group. The harm may be emotional, or physical, or both. The relationship between the bullies and the bullied usually involves an imbalance of power. Bullying can be physical, verbal, social, and cyberbullying. It can happen face-to-face or online.

Students and parents can be assured that any known, suspected, or reported instances of bullying will be addressed. Bullying has no place in CJD and we will actively work to address any bullying that occurs within the school community and to mitigate its impact. Our school's mission promotes a strong belief in exemplary conduct, and we will consistently address any behaviour that does not meet these high expectations.

Policy Goals

- To ensure that our school remains a safe environment for both children and adults.

- For all leadership members, teaching and non-teaching staff, students, and parents to understand what is meant by the term bullying.

- For leadership members, as well as teaching and non-teaching staff, to become familiar with the school's anti-bullying policy and adhere to it when incidents of bullying are reported.

  - The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

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2. Different forms of bullying:

CJD does not tolerate discrimination based on a person's gender, religion, culture, sexuality, socio-economic status, disabilities or physical appearance. CJD is committed to promoting an inclusive environment where all students feel safe, valued and respected.

Bullying can take many forms including:

- **Emotional:** hostile behaviour, exclusion, tormenting, spreading rumours, or spreading untrue information.
- **Social:** Preventing others from maintaining positive relationships or from maintaining a good reputation in social situations such as workgroups, lunch tables, playground or on the bus.
- **Physical:** Engaging in actions like spitting, stealing, tearing clothes, or any form of physical aggression.
- **Racial:** Racist insults, vandalism or displays involving offensive symbols or words, or offensive gestures.
- **Sexual:** Physical contact without consent, sexually explicit remarks, derogatory comments based on sexual orientation.
- **Verbal:** Name-calling, spreading rumours, teasing, threatening, sarcasm.
- **Cyberbullying:** Harassing someone via messages or social media, posting rumours on social networks or chats, impersonating and damaging the victim's reputation, posting photos or videos online without consent.

Actions which are not bullying:

- **Single Incidents**: One-off acts of aggression or conflict are not considered bullying. Bullying involves a repeated pattern of behaviour.
- **Mutual conflict**: Situations where there is a disagreement or conflict between two individuals of equal power, and both parties are upset and have a vested interest in the conflict, are not bullying.
- **Teasing**: Light-hearted teasing that is mutual and enjoyed by both parties is not bullying. However, if teasing becomes harmful or one-sided, it can turn into bullying.
- **Rough play**: Physical interactions that are consensual and enjoyed by all participants, such as friendly wrestling or sports play, are not bullying unless they become aggressive or one-sided.

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- **Assertive behaviour**: Standing up for oneself in a respectful and non-aggressive manner is not bullying. Assertiveness is different from aggressive behaviour that intends to harm others.

3. Signs and effects of bullying

Students who are experiencing bullying may exhibit noticeable changes in behaviour, emotional wellbeing, and academic performance. Early identification is key to providing support and intervention. The table below outlines common signs of bullying as well as its potential effects on students:

Signs	Effects
- Sudden changes in behaviour, mood, or academic performance. Appears anxious. - Unexplained physical injuries or frequent complaints of physical symptoms. - Avoidance of social situations or school activities.	- Decreased academic performance and concentration issues. Unhappiness. - Psychosomatic symptoms such as eating disorders, stomach aches, and headaches. - Sleep disturbances, loss of self-confidence, isolation, and loneliness. Reluctance to come to school or poor attendance.

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4. Preventing Bullying

Preventing bullying is a shared responsibility involving the entire school community. A proactive and well-informed approach is essential to reduce the likelihood of bullying behaviour occurring in the first place. The school is committed to creating a safe and inclusive environment where all students feel respected, supported, and empowered. To this end, we adopt a wide range of strategies aimed at education, early intervention, and the promotion of positive relationships:

- Creating a positive culture that encourages compassion and inclusivity while rejecting bullying behaviour.
- Developing students' interpersonal skills through the curriculum, tutor periods, and school activities.
- Educating students about the definition, manifestations, and consequences of bullying.
- Encouraging students to take an active role in preventing and intervening in bullying situations.
- Encouraging parents to talk with their children regularly, so that any issues are easier to share.
- Helping children develop self-esteem and recognise that everyone is different and equally important.
- Providing evidence-based educational training for teachers, students, and parents with input from subject matter experts.

Regarding online and cyber bullying incidents it is paramount to remember that to be able to use TikTok, Facebook, Instagram, Pinterest, Snapchat and YouTube requires a minimum age of 13 years of age, whereas WhatsApp requires a minimum age of 16 years old. Students should be advised to always respect others and to think before posting or messaging online. Parents should be alert and monitor Internet usage and keep the evidence of any offensive content. Parents should be included in any processes regarding cyberbullying. In some cases where the severity of the incidents requires external intervention, the local authorities may be contacted in accordance with the Portuguese legislation.

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5. Consequences of Bullying

Bullying behaviour will lead to clear, consistent, and proportionate consequences. The school ensures that all incidents are handled with fairness and in line with established procedures:

- **Investigation and reporting:** All suspected, known, or reported incidents of bullying will be thoroughly investigated and appropriately documented.
- **Sanctions:** Depending on the severity of the behaviour, consequences may include additional coursework, service to the school community, exclusion from extracurricular activities, or, in serious cases, suspension or expulsion (see the **Code of Conduct** for further details).
- **Support and reconciliation:** Support will be provided to all parties involved. Where appropriate and possible, restorative approaches will be used to promote understanding and reconciliation.

6. Tackling Bullying

Effectively addressing bullying requires timely action, clear procedures, and a supportive environment for all involved. The following measures outline how bullying incidents are managed at CJD:

Staff Training
- Delivering regular professional development sessions on the school's bullying policy.
- Ensuring that all relevant information is promptly recorded and updated on CPOMS.
- Providing year-round coaching to staff on how to respond to and manage incidents.
- Conducting annual questionnaires to understand students' perceptions of safety within the school.

Investigation and Resolution

- Carrying out thorough investigations into all reported cases of bullying.

- Creating a safe, trusting environment in which students feel comfortable sharing sensitive information.

- Listening to all parties involved — including victims, alleged offenders, and relevant witnesses — in an objective and non-judgmental manner.

- Simplifying documentation and ensuring consistent monitoring on CPOMS, with the Wellbeing Officer copied in to prevent repeated incidents.

Support and Sanctions

- Fostering strong educator-student relationships to encourage open communication and early reporting.

- Addressing inappropriate behaviour and applying consequences proportionate to the severity of the incident.

- Involving external agencies when appropriate in more serious cases.

- Considering temporary or permanent exclusion for students who do not respond to interventions (see the **Code of Conduct** for further details).

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