International Programme Handbook 2026/27

CJD International School

CJD - International School
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Section A – Introduction

About Colégio Júlio Dinis International School

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 Programme 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 CJD - International School, 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 - International School.

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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 - International School joins the Dukes Education group.

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 CJD - International School, 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.

Our Core Educational Values

Academic Excellence and Critical Thinking

At CJD - International School, 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

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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 CJD - International School, 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 – Admission Policy

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 and to support their academic, social, and emotional transition into the school, 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. Where relevant, wellbeing information will also be gathered. Any identified wellbeing, safeguarding, or SEND concerns may be shared with the appropriate support team.

- **Step 3: Placement Testing**

An English proficiency test is required for all students transferring from non-Cambridge (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 B2+ Level of English or equivalent).

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- **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

- **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, B2+ 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) could 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

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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.

3. Admissions Criteria by Level

3.1 Primary (Years 1-6)

For Years 1–3, admission assessments may include phonological awareness, early reading skills, communication and language, and numeracy readiness.

- **Years 1–3 Admission Assessments:** Applicants may be assessed in phonological awareness, early reading skills, communication and language development, and numeracy readiness. Year 3 applicants should also demonstrate a minimum English proficiency level of A1 according to the Common European Framework of Reference for Languages (CEFR).
- **Years 4–6 English Proficiency:** Applicants should demonstrate a minimum English proficiency level of A1 CEFR and may be required to complete an English placement test.
- **Intensive English Course (IEC):** The IEC is available to students in Years 4–6 who require additional English-language support.

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.

3.3 Upper Secondary (Years 10-11, IGCSE Programme)

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- English Proficiency: Intermediate (B1+ 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.

3.4 Progression & Pass Criteria:

- Year 10 – Students must pass the 4 core subjects (4 credits): English, Mathematics, one Science and Global Perspectives.
- Year 11 – Students must pass a minimum of 5 IGCSE subjects (6 credits), including the 4 core subjects: English, Mathematics, one Science and Global Perspectives.
- Failing students may repeat specific subjects but must meet minimum progress standards.

3.5 Advanced (Years 12-13, AS & A-Levels/AICE Diploma)

- English Proficiency: Advanced (B2+ CEFR) required.
- Placement Tests: English, Mathematics (if taking STEM subjects), Subject-Specific Tests (when applicable).

3.6 Progression & Pass Criteria:

- Student must achieve a minimum of C in the IGCSE (or equivalent) exam of that subject, in order to be able to be admitted to the A-Level subject.
- Year 12: Must pass AS exams with minimum E grades in 3 subjects to proceed to Year 13. Note: AS performance contributes to the overall A-Level grade. A low grade at AS may significantly affect the final A-Level outcome.
- 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)

Primary and Lower Secondary students can be placed in Intensive English Course (IEC) programme 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

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conclusion of the IEC courses is determined by periodic assessment (minimum B1/B2 for IGCSE, C1 for A-Level).

5. Special Educational Needs and Disabilities (SEND) Admissions

Parents are kindly asked to disclose any diagnosed learning needs or previously implemented Individualized Education Plans (IEPs) to the school psychologist.

Screening to assess the learning needs of students with identified Special Educational Needs (SEN) may be requested as part of the admission process.

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 - International School.

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.

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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.

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 – Attendance and Punctuality Policy

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 (CJD - International School). It reflects our commitment to supporting students and families in maintaining good attendance habits, while complying with legal requirements and safeguarding responsibilities.

2. 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.

3. 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 recognise external factors that may affect attendance and work in partnership with parents and/or guardians to address any difficulties.

4. Objectives

- To monitor students' attendance and punctuality and identify concerns at an early stage, working proactively to resolve any wellbeing 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.

5. School Calendar and Attendance Days

The following is the official school calendar for the 2026/2027 academic year.

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COLÉGIO JÚLIO DINIS
SCHOOL YEAR CALENDAR 2026/2027

	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	T	W	T	F	S	S
1st Term	2026	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			
	2027	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

	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	T	W	T	F	S	S
2nd Term	2027	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	

Beginning of Term · School Break · Form Tutor's Meetings · Mock Sessions (Years 11,12 and 13) · Deadline to enrol for exams

Terms	Beginning	End
1st	4th September - Induction Day / Integration Activities 7th September - Beginning of 1st Term 7th & 8th September - Form Tutors Presentation - Meeting with parents	26th January
2nd	1st February - Beginning of 2nd Term	16th April - Years 11, 12, and 13* 11th June - Lower Secondary and Year 10 30th June - Primary

School Breaks	Beginning	End
1st Mid-term	9th November 2026	13th November 2026
Christmas	21st December 2026	31st December 2026
1st End-term Break	27th January 2027	29th January 2027
Carnival	8th February 2027	12th February 2027
Easter / 2nd Mid-term	22nd March 2027	2nd April 2027

Reports Release	Calendar	Important Note
Mid-Term - 1st Semester	13th November 2026	Please note that the calendar is subject to change, and any updates will be communicated. Preparation season for exams will start on April 19th until June 9th. The Easter break for students from Years 11, 12, and 13 may have to be interrupted due to the Cambridge Exams calendar.
End-Term - 1st Semester	1st February 2027	
Mid-Term - 2nd Semester	25th March 2027 (Primary, Lower Secondary, Year 10)	
End of the Year	23rd April 2027 (Y11/12/13) / 18th June 2027 (LS & Y10) / 5th July 2027 (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, which could include attending all lessons, completing all class tasks, homework, and assignments. FT determines what academic probation includes, and subject teachers follow up weekly. At least one month, reassess and academic probation and pastoral care activated.

If attendance concerns arise, the school will implement a plan in partnership with parents. This may include meetings, wellbeing support, and monitoring arrangements.

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

6. Absences

Students are expected to attend school every day.

Students should:

- Attend all scheduled lessons and school activities.
- Be punctual and arrive on time to all classes.
- Be prepared and organised with the necessary materials. Note: Failure to meet these expectations may result in the disciplinary procedure being initiated.
- Follow late arrival protocols and notify the school of any absences.
- Provide evidence of illness or other valid reasons for extended absences.

6.1 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. According to Portuguese law, a person must be at least 16 years old to be left responsible for caring for another member of the household.
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

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during school hours.

In the event of an absence on an assessment day, students must follow the SOP for the submission of justifications. All justifications must be submitted through *eCommunity* only, within three days of the absence, and must include confirmation from a parent or guardian, together with a medical certificate where applicable. The school reserves the right to request additional supporting evidence.

When an absence is duly justified, students are entitled to appropriate support from their teachers to recover any missed learning.

6.2 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.

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

Students who accumulate more than 10 unjustified absences may be temporarily restricted from participating in school events or field trips until their attendance improves. Each case will be reviewed individually, considering the student's age, wellbeing, circumstances, and overall attendance record.

7. 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 subject after each break (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 (8h30-8h40) Students arriving between 8h40 and 8h50 will be recorded as late and may proceed to class; for all subsequent lessons, a 5-minute grace period applies. Students arriving more than five minutes after the start of the lesson will be recorded as late.

All attendance is recorded in the *eCommunity* system. If a parent confirms that a

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student is absent or late for a justified reason, the Form Tutor will update the system and note the reason.

Persistent lateness will be monitored and addressed through supportive interventions before moving to progressive sanctions, where appropriate.

Supportive interventions may include a meeting with the student and/or parents/guardians, referral to the Pastoral Team where concerns are identified, a wellbeing check, and/or a short-term punctuality support plan.

Where lateness continues despite appropriate support and intervention, the following progressive sanctions may apply:

- Three instances: verbal warning and discussion with the student to identify any barriers to punctuality.
- Five instances: parent/guardian notification and implementation of appropriate supportive interventions. A detention may be issued where appropriate.
- Seven or more instances: formal parent/guardian meeting, review of the student's punctuality support plan, and potential further disciplinary action in accordance with the school's Behaviour Policy.

The school will consider the student's age, wellbeing, individual circumstances, and any identified pastoral or safeguarding concerns when determining the appropriate response.

8. Parental Responsibilities

In the event of an unexpected absence, parents should notify the Form Tutor by email or via eCommunity as soon as possible, and no later than 24 hours after the absence begins.

Parents are responsible for ensuring:

- Their child arrives at school on time each day.
- Family holidays do not conflict with official term dates.
- Any required medical documentation is provided in a timely manner.

Regular attendance is essential for academic success. However, the school recognizes that there may be times when a student's mental health significantly affects their ability to engage in learning. Students and families are encouraged to communicate openly

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with the school so that appropriate support can be provided. Our goal is to help students return to school feeling safe, supported, and ready to learn.

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III – Technology Rights and Responsibilities Policy

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 electronic devices.
- 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 and accommodations. The use of school computers is mandatory during Computing/ICT and Computer Science lessons.

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.

Students are not permitted to make audio, photographic, video, screen or other recordings during lessons or elsewhere on school premises without express prior authorisation from the school. This applies to any recording-capable device. Exceptions may be authorised in advance for specific educational activities or approved SEND, medical or learning-support accommodations. Any authorised recording must be used only for the agreed purpose.

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

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devices.

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.

4.1 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 CJD - International School'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.

5. 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.

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- 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.

6. 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 – Code of Conduct Policy

1. Introduction

Colégio Júlio 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 significant incidents of misbehaviour, bullying, harassment, and safeguarding concerns will be logged and monitored, 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.

2. Core Values

At CJD - International School, 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.

3. Student Responsibilities

All students at CJD - International School 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 or concerns regarding themselves or other students to a trusted adult or school staff.

To assist students transitioning into CJD - International School, 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.

4. Addressing Concerns and Allegations

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

- Private Discussions: Any concerns, emotional outbursts, or allegations must not be raised publicly during class. Instead, these matters should be addressed privately with a teacher, form tutor, coordinator, or another designated staff member at an appropriate time - such as during a break or after lessons have concluded. If a student shares sensitive or personal information with a subject teacher, the teacher should inform the form tutor as soon as possible to ensure proper support and follow-up.
- Respectful Communication: Students should express their concerns in a calm and respectful manner, following appropriate channels (in-person, Microsoft Teams, or email) for conflict resolution.
- Confidentiality and Support: The school is committed to addressing student concerns fairly and confidentially. Confidentiality cannot always be guaranteed where safeguarding or significant wellbeing concerns are identified. In such cases, information may need to be shared with the appropriate members of staff to ensure that the student receives the necessary support and that concerns are addressed

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appropriately and 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 - International School.

5. 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 use of inappropriate symbols
- Distribute or display inappropriate materials
- Possess weapons or dangerous Items
- Engage in repeated or severe misconduct
- Progressive Discipline and Consequences

At CJD - International School, managing behaviour begins with empowering classroom teachers to address concerns directly. CJD - International School 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.
- Academic probation.

For Primary students, behaviour management will follow the same restorative principles but will be adapted to the student's age, developmental stage, and level of understanding. Greater emphasis will be placed on coaching, reflection, social-emotional

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learning, parental partnership, and restorative conversations.

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

6.1 Level 1: Classroom Management

Routine classroom behaviours will normally be managed by the classroom teacher and will not require formal communication with parents unless concerns become repeated or significant. Behaviour is addressed immediately and privately during class whenever possible.

- Examples include chatting; off task; fiddling, tapping or making noises; swinging/rocking on chair and not following instructions.
- When a student's behaviour does not meet the school's expectations, the teacher will respond using age-appropriate classroom management strategies aimed at promoting reflection, self-regulation, and positive choices. These strategies may include reminders of expectations, visual cues, movement breaks, restorative conversations, emotional regulation support, and, where necessary, a temporary change of seating. The focus at this stage is on helping the student understand expectations, re-engage with learning, and maintain a positive classroom environment.
- If the behaviour disrupts the learning environment and persists despite initial intervention, the case should be escalated to Level 2.

6.2 Level 2: Form Tutor / Pastoral Involvement

Escalation due to repeated or more serious verified behaviour.

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- Examples include misuse of school property, truancy or repeated lateness, wandering around, name calling or insulting, inappropriate/disrespectful teasing, excluding others from play, repeated refusal to follow instructions, unkind language, disruptive playground behaviour, or repeated unsafe behaviour.
- The teacher reports the incident to the Form Tutor, or to the Pastoral Team if there are concerns regarding the student's wellbeing or safety.
- A conversation with the student must take place on the same day to address the issue, understand the student's perspective, and identify any support that may be required.

Possible interventions and consequences may include:

- Restorative conversations and reflection activities.
- Communication and collaboration with parents/guardians.
- Goal setting and behaviour monitoring.
- Assignment of a mentor or trusted adult.
- Individual support plans or behaviour contracts outlining clear expectations and targets.
- Referral to Learning Support, Wellbeing, counselling, or other support services where appropriate.
- Peer mediation or restorative meetings.
- Participation in restorative or community-focused activities within the school.
- Loss of privileges, where appropriate and proportionate to the behaviour.
- Academic or pastoral monitoring programmes.

Note: All interventions and consequences must be proportionate, age-appropriate, directly related to the behaviour, and aimed at promoting growth, accountability, and the restoration of positive relationships.

6.3 Level 3: School Leadership Intervention

For serious or repeated behaviour after Level 2 interventions.

- Examples include serious bullying, repeated aggression, serious threats, significant damage to property, persistent unsafe behaviour, as well as racism, vandalism, theft, use of drugs or alcohol, bullying; physical aggression,

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inappropriate online behaviour, sexual misconduct; or carrying an offensive weapon.

- The Form Tutor escalates the verified behaviour to the appropriate member of staff in accordance with the school's behaviour and safeguarding procedures.
- A meeting with the students' guardians will be requested to address the issue.

Possible interventions and consequences include:

- Development of an Individual Behaviour Support Plan in collaboration with the student, parents/guardians, and school staff.
- Increased monitoring and regular review meetings.
- Referral to school counselling services, wellbeing support, or external professionals.
- Temporary withdrawal from specific activities, events, or privileges.
- Suspension from school in serious cases.
- In extreme or repeated cases, expulsion.

The school's response will always take into account the student's age, developmental stage, individual circumstances, and any identified learning or wellbeing needs.

7. Academic Probation

A student may be placed on an Academic Probation or Academic Support Programme where there are ongoing concerns regarding academic progress, attendance, engagement with learning, or completion of academic responsibilities.

Target and Expectations

During the Academic Probation period, the student will be expected to:

- Maintain full attendance, unless an absence is formally justified and approved in accordance with the school's Attendance Policy.
- Demonstrate appropriate behaviour, active participation, and positive engagement in all lessons.
- Complete all classwork, homework, assessments, and other academic responsibilities to the expected standard and within agreed deadlines.
- Attend weekly check-in meetings with the Form Tutor to review progress, discuss any concerns, and identify any additional support required.

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Monitoring and Review

The student's progress will be monitored weekly by subject teachers and the Form Tutor throughout the Academic Probation period.

Progress will be reviewed against the agreed targets and expectations. Where appropriate, the school will work with the student and their parents/guardians to identify and implement additional academic or pastoral support.

Where a student fails to demonstrate sufficient and sustained improvement, the Academic Probation period may be extended and/or further academic interventions may be implemented in accordance with school policy.

8. 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 - International School 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 - International School Anti-Bullying Policy (Section X).

8.1 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).

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- 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).

8.2 Uniform and PE Kit Expectations

Primary students are expected to wear the required outer top layer of the school uniform each day.

The official Physical Education (PE) Kit must be worn for all PE lessons from Lower Secondary to UPP10 and for designated school sports activities only. Students are required to change into their PE kit before the lesson or activity and change back into their school uniform afterwards.

Where a student attends a PE lesson without the correct PE kit on three occasions, the school will provide a replacement PE kit, and the associated cost will be charged to the student's parents/guardians.

8.3 Mobile Phones and Electronic Devices

Students in Primary should not bring mobile phones, smartwatches, or similar electronic devices to school unless authorised by the school for exceptional circumstances. Any approved device must remain switched off and stored securely throughout the school day.

- **Backpack Policy**: Students in Lower Secondary and Upper Secondary 10 may bring mobile phones or similar electronic devices to school only if they are switched off and stored inside their backpack from arrival until departure.

Procedures

- Devices must be powered off and zipped inside the student's backpack (not in pockets or on desks) throughout the school day, including breaks and lunchtime.
- Students who go home for lunch may use their phone off campus but must power it off and return it to their backpack upon re-entry to campus.
- Smartwatches and wireless earbuds fall under this policy and must be switched off and stored away.
- The school office phone remains available for student use whenever necessary.

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- Any medical or learning-support exceptions must be pre-authorised by the Form Tutors.

Consequences for Not Following the Backpack Policy

- First Offence:
  - Reminder of the policy.
  - Device held by the teacher or School Office and returned at the end of the school day.
  - Incident recorded.
- Second Offence:
  - Device collected by the School Office and must be collected by a parent/guardian.
  - Formal warning issued and parents/guardians notified via eSchooling.
  - Incident logged.
- Third Offence:
  - Device held for 24 hours and released to a parent/guardian.
  - Possible lunchtime detention.
  - Meeting with the Form Tutor or Head of Level.
  - Behaviour record updated.
- Repeated or Serious Breach:
  - Temporary ban on bringing a mobile phone or electronic device to school.
  - A behavioural contract may be implemented.
  - Serious misuse, including recording others without permission or using a device during an assessment, may result in suspension and escalation to the School Leadership Team.

9. Personal Relationships and Appropriate Behaviour on Campus

Expectations for student behaviour in relationships

CJD - International School 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.

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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.

Expectations regarding personal relationships apply primarily to students in Lower Secondary and up. For Primary students, the focus is on promoting respectful friendships, appropriate social boundaries, and positive peer interactions.

Social media and communication between students and staff

CJD - International School sets clear boundaries to safeguard both students and staff. Non-academic interaction via social media between students and staff is strongly discouraged and must 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.
- Must only communicate with students through official school email or designated learning platforms.

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

Possible outcomes include:

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

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

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V – Assessment and Progression Policy

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. Colégio Júlio Dinis (CJD - International School) follows the Cambridge International Curriculum, aligning with global best practices in assessment, grading, and student progression.

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

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

2. Assessment Framework

The primary purpose of assessment at CJD - International School 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.

3. Types of Assessment

Assessment at CJD - International School 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.

Assessment includes:

- **Formative Assessments**: informs both teachers and students about student

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understanding at a point when timely adjustments can 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.
- **Standardised Assessments:** Students may participate in a range of standardised assessments, including Quest assessments, Cognitive Potential assessments and Wellbeing assessments. These are used to build a broader understanding of student attainment, learning potential, strengths, areas for development and wellbeing, and to inform teaching, intervention, support and target-setting. In Lower Secondary, designated Quest assessments in English, Mathematics and Science form part of the reported academic attainment grade in accordance with the approved assessment weighting for each subject. Cognitive Potential and Wellbeing assessments are used for diagnostic and support purposes and do not contribute to the academic attainment grade.
- **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. It is evaluated quantitatively and reported separately from academic attainment at every stage, and does not contribute to the final academic mark (see Section 4).

3.1 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.

3.2 Make-Up Tests

Students who are absent due to illness or official school commitments (e.g., traveling

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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.

3.3 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.

3.4 Lateness to Assessments and Mock Examinations

Students must arrive punctually for all assessments and mock examinations. Where a student arrives late, the assessment will not be extended, and no compensation time will be given for the time missed; the student will have only the remaining time available to complete the work. Lateness caused by circumstances beyond the student's control (for example, a documented medical or transport emergency) will be considered separately, and alternative arrangements may be made at the school's discretion, in line with the school's absence and make-up procedures.

4. Assessment Weighting

Across the International Programme at CJD - International School, progression is determined through a holistic consideration of a student's academic progress, wellbeing, attendance, engagement, and readiness for future learning. Assessment serves to support student growth, guide teaching, and provide meaningful feedback to students and families. Evidence of learning is gathered through a variety of assessment approaches appropriate to each educational stage, ensuring that progression decisions reflect the student's overall development rather than a single measure of attainment.

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

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Component	Lower Secondary	Upper Secondary (Year 10)	Upper Secondary (Year 11) and Advanced
Academic Performance	100%	100%	100%
Attitudes, Values, and Behavior	Quantitatively evaluated and reported separately – not included in the final academic mark	Quantitatively evaluated and reported separately – not included in the final academic mark	Quantitatively evaluated and reported separately – not included in the final academic mark

Attitudes, Values and Behaviour are assessed quantitatively and reported separately from academic attainment. They provide an evaluation of each pupil's approach to learning and development but do not contribute to the calculation of the final academic mark.

Note: In Primary, assessment is ongoing and rigorous, drawing on both (Academic Performance, and Attitudes, Values & Behaviour) and teacher professional judgement to monitor progress and inform progression decisions.

5. Grading System

The school uses subject-specific, criteria-based assessment tools to evaluate student achievement. Grades are awarded by teachers through an ongoing process of continuous assessment and in accordance with legal reporting requirements. Primary students receive descriptive feedback and attainment indicators aligned with age-related expectations. Assessment focuses on progress, learning behaviours, strengths, areas for development, and next steps rather than formal percentage or letter grades.

Students whose academic performance raises concerns will be monitored through assessment evidence, teacher observations, and professional judgement. Depending on the student's age and needs, interventions may include targeted classroom support, parent meetings, mentoring, learning support referrals, academic support plans, or other appropriate academic and pastoral measures.

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.

The grading scales below apply to Lower Secondary, Upper Secondary, and Advanced students.

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Lower Secondary Years 7 to 9 uses the following grade system:

Grade	Percentage Range	Descriptor
Outstanding	90 – 100%	Exceptional command of knowledge and skills, consistently well beyond expectations for the stage.
High	80 – 89%	Attainment well above expectations, with strong understanding across all areas.
Good	70 – 79%	Attainment above expectations, with secure understanding across most areas.
Meeting Expectations	60 – 69%	Meets expectations for the stage, with sound understanding of core content.
Aspiring	45 – 59%	Approaching expectations; developing understanding, with some areas requiring consolidation.
Emerging	30 – 44%	Working towards expectations; foundational understanding in place, with key areas requiring support.
Basic	20 – 29%	Limited attainment; significant gaps requiring targeted intervention.
Ungraded	0 – 19%	Attainment well below expectations for the stage; intensive support required.

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%

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A Grade C (60%) is the minimum requirement for passing to AS/A Level.

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%

6. Core and Non-Core Subjects and Progression Requirements

6.1 Subject Breakdown by Educational Stage

Educational Stage	Core Subjects	Non-Core Subjects
Primary	Primary 1 to 3: Phonics, Communication and Language, Mathematics, Understanding the World Primary 4 to 6: English (1st or 2nd Language), Mathematics, Science	PE, Art & Design, Music, Humanities (Primary 4 to 6), PBL and LS (Years 1-3) and LSE (Primary 4 to 6), Portuguese
Lower Secondary	English (1st or 2nd Language), Mathematics, Science	Portuguese, PE, Art & Design, Music, Spanish, Global Perspectives, Computing, Wellbeing
Upper Secondary / IGCSE	English (1st or 2nd Language), Mathematics, one Science, Global Perspectives	Portuguese (First Language), Spanish, Economics, History, Geography, ICT, Music, PE, Art & Design
Advanced / AS & A Levels	Global Perspectives is compulsory at CJD - International School. For AICE Diploma students need to take at least one subject from each group.	

6.2 Progression Requirements

Educational Stage	Progression / Entry Criteria	Non-Core Subjects Allowance
Primary	Progression in Cambridge Primary is based on a holistic review of academic development, attainment against age-related expectations, wellbeing, attendance, social development, and professional judgement. Progression decisions are not based on numerical grades or pass/fail thresholds.	Up to 2 non-core subject concerns may be considered as part of the holistic review.**

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Lower Secondary	Students are recommended to achieve a minimum overall score of 60% and pass at least 2 out of 3 core subjects (English, Mathematics and Science). Where these expectations are not met, the school may recommend non-progression following a holistic review of the student's academic progress, attendance, wellbeing, and individual circumstances.	Failure in up to 2 non-core subjects may be considered as part of the progression review.**
Upper Secondary (Year 10)	Students must pass all 4 core subjects (English, Mathematics, one Science and Global Perspectives) with a minimum grade E. Where this requirement is not met, the school may recommend additional academic support, academic probation, or non-progression.	Failure in up to 2 non-core subjects may be considered as part of the progression review..**
Upper Secondary (Year 11)	Progression to the AS Level programme is subject to the school's A-Level subject entry requirements. To enrol in a corresponding A-Level subject, students must achieve a minimum grade C in the relevant IGCSE examination.	N/A – subject-specific entry requirements apply.
Advanced / AS & A Levels	Progression is based on successful completion of AS Level subjects, with a minimum grade E, together with academic progress and subject-specific requirements.	N/A – subject-specific entry requirements apply.

In each subject area, teachers participate in internal standardisation 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 standardisation, teachers enhance the reliability of their judgments and promote consistency across classes.

7. Progression Recommendations and A-Level Entry Requirements

For Primary and Lower Secondary, progression criteria are used to inform the school's recommendation regarding student progression or non-progression. These criteria do not operate as automatic pass or fail thresholds. Decisions are made following a holistic review of the student's academic attainment, progress, attendance, wellbeing, and individual circumstances.

Transition from IGCSE to AS Level is subject to formal subject-entry requirements. Students must achieve a minimum grade C in the relevant IGCSE examination to enrol in the

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corresponding A-Level subject. Where a student does not meet the required grade, enrolment in that subject will be reviewed by the school and is not automatically permitted.

Failure in one core subject will result in mandatory remedial support. In Upper Secondary, where all 4 core subjects must be passed (see 6.2), failure in any core subject places a student at risk of non-progression. At other stages, students who fail two or more core subjects may be considered at risk of non-progression. In Lower Secondary, any recommendation regarding progression or non-progression will be based on a holistic review of the student's academic attainment, progress, attendance, wellbeing, and individual circumstances.

Failure in three or more non-core subjects will trigger a formal academic review and may result in additional remedial support or academic intervention.

Students must achieve a minimum Grade C in the relevant IGCSE examination to enrol in the corresponding A-Level subject in Year 12. Cambridge ICE is awarded to eligible candidates who meet the required Cambridge ICE criteria. Cambridge reports ICE as Distinction, Merit, or Pass for candidates who meet the relevant award requirements.

An attendance rate below 85% in core subjects, without valid justification, such as medical or significant family circumstances, may place a student at risk of non-progression and will trigger an academic and attendance review. Attendance concerns in non-core subjects may result in additional academic intervention, remedial support, or other appropriate measures.

Where concerns arise regarding a student's attitudes, values, behaviour, engagement with learning, or wellbeing, appropriate support and intervention strategies may be implemented. These may include mentoring, parent meetings, individual targets, pastoral support, wellbeing interventions, or behaviour support plans, depending on the student's age and needs.

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

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decisions.

7.1 Subject Choice and Changes

Subject choices are governed by the school's academic requirements, timetable feasibility, subject availability and formal approval process.

Requests to change a subject must be submitted through Careers within the first five school days of the academic year. During this period, requests will be reviewed in consultation with the relevant academic staff and school leadership. Submission of a request does not guarantee approval.

After the five-school-day change period, subject changes will be considered only in exceptional circumstances and are not an automatic entitlement. Any request submitted after the deadline remains subject to academic review, timetable feasibility, subject availability and final school approval.

Where appropriate, the school may consider a request to withdraw from a subject after the change period. Approval to withdraw from a subject does not create an entitlement to add, replace or transfer to another subject.

8. IGCSE Examination Entry Requirements

8.1 Academic Prerequisites

Subject Assessment and Examination Entry (Years 10–11)

- **Year 10 reported grades**. Reported grades are calculated in accordance with the Assessment Framework. The standard UPP10 model comprises Key Assessments (30%), Mock 1 (30%) and Mock 2 (40%). Where not all components have been completed by a reporting point, the grade is calculated pro rata from the completed components. Subjects with Cambridge coursework, practical, oral, portfolio or other non-examination components follow the relevant Cambridge syllabus weightings.
- **Year 11 Reported Grades**. The standard UPP11 reporting model comprises a Key Assessment (10%), Mock 1 (45%) and Mock 2 (45%). Subjects with Cambridge-assessed coursework or other non-examination components follow the relevant syllabus weightings.
- **Predicted grades.** For the cohort beginning UPP10 in 2026/27, predicted grades are based on four mock examinations: UPP10 Mock 1 (15%), UPP10

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Mock 2 (25%), UPP11 Mock 1 (25%) and UPP11 Mock 2 (35%). For the current UPP11 cohort, the transitional model applies: UPP10 Mock (30%), UPP11 Mock 1 (30%) and UPP11 Mock 2 (40%). Later mocks carry greater weight because they provide more recent evidence of examination readiness.

- **Ongoing assessment.** Key assessments, class assessments, coursework and other marked work provide regular evidence of attainment and inform teaching, feedback and intervention throughout the course. Their contribution to reported grades is determined by the relevant phase model and, where applicable, Cambridge syllabus component weightings.
- **Progression criteria**. Three rules govern examination eligibility, IGCSE passes, and Sixth Form subject access:

  - **Exam entry eligibility**. To be entered for any Cambridge IGCSE examination, a student must achieve a minimum average of Grade E (40%) across their four mock examinations (the two Year 10 mocks and the two Year 11 mocks). Students below Grade E continue lessons with targeted support; a further mock may be sat in June, and November-series entry will be considered where a student achieves Grade E+ and maintains at least 85% attendance.
  - **Passing the Cambridge IGCSE**. Grade E (40%) is the minimum requirement for passing a Cambridge IGCSE subject. Grades below E are recorded but do not constitute a pass.
  - **Sixth Form subject access**. To be eligible to study a subject at AS & A-Level in Year 12, a student must have achieved a minimum of Grade C (60%) in that IGCSE subject.

Attendance requirement. A student must maintain at least 85% attendance in a subject to be eligible for examination in that subject.

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8.2 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.

8.3 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 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 will result in non-entry for the November series, even if the academic grade requirement is met, unless an SLT-approved exception applies.

8.4 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

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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.

8.5 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.

9. AS and A - Level Examination Entry Requirements

9.1 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.

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.

9.2 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.

9.3 Final Decisions

Final decisions regarding examination entry are made by the Senior Leadership Team,

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in consultation with subject teachers and Heads of Faculties. 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.

10. 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.

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 term and they are also warned if progress is below expectations and are kept fully informed of developments. At CJD - International School, we recognise 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 - International School uses *eCommunity* 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 – Language Policy

1. Introduction

At Colégio Júlio Dinis (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 - International School 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 International School.

This policy sets out how CJD - International School 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 in the International Programme at

CJD - International School. This means:

- All classes are taught in English apart from Language classes (Portuguese, Spanish…).
- Teachers, students, and staff are expected to speak only English during lessons. In Lower Primary and ESL settings, teachers may draw on students' home languages as a deliberate scaffolding strategy to support comprehension and confidence, gradually increasing the use of English as students' progress.
- Students who share a home language must still speak English in class, except in the following cases:
    - 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.

2.1 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 - International School.
- 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 - International School 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.

3. Home Languages in Learning

At CJD - International School, 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 organise ideas before expressing them in English.
- Teachers will encourage students to use bilingual dictionaries and reference materials when necessary.
- CJD - International School 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 - International School 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.

3.1 Library and Resource Support for Home Languages

CJD - International School 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.

4. 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 - International School, we believe that learning additional languages supports personal growth and encourages global citizenship.

To promote multilingualism, all students from Primary 1 onwards have the possibility of taking Portuguese lessons to build their skills in the language of the host country. Portuguese is part of the curriculum in Primary and Lower Secondary; from Upper Secondary onwards, Portuguese as a First Language is offered as an elective. 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 - International School are seen as language teachers. We work together to create a consistent and supportive language-learning environment for all students.

5. Support for Non-English-Speaking Students

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Students identified as having language learning needs receive additional support to help them succeed academically. For students entering with limited English proficiency, CJD - International School 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 - International School Admissions Policy).

Additional language support may include:

- Scaffolded instruction
- Individualised interventions
- Teacher mentorship

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.

6. 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 gauge 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,

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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 – Safeguarding Policy

1. Introduction

Safeguarding is a fundamental responsibility of Colégio Júlio Dinis (CJD - International School) and underpins all aspects of school life. Every member of the school community shares responsibility for creating and maintaining a safe environment in which children feel protected, respected, listened to, and able to learn.

This policy forms part of the induction process for all staff members. All staff are required to have access to this policy and must sign to confirm that they have read, understood, and agree to follow its contents. Staff are also required to complete safeguarding training and remain familiar with school procedures for recognising, recording, and reporting concerns.

This policy will be reviewed at least annually, or sooner where there are updates to Portuguese legislation, local guidance, statutory procedures, or school safeguarding practices.

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

2. Key Contact Personnel in School

- **Safeguarding Governor**: Marco Carvalho, *School Principal*
- **Designated Safeguarding Lead (DSL)**: Helena Silva, *Head of International School*
- **Head of Teaching, Learning and Performance**: Lesley Ferreira
- **Head of Primary**: João Silva
- **Wellbeing Officer**: Helena Sayanda
- **SEND Coordinator**: Louisa Grech

Where a safeguarding concern arises, staff should report it immediately to the Designated Safeguarding Lead. If the DSL is unavailable, staff should speak to another appropriate member of the Safeguarding Team or School Leadership Team without delay.

3. Purpose and Scope

At CJD - International School, safeguarding is everyone's responsibility. We believe that every child has the right to grow up and learn in a safe, respectful, inclusive, and nurturing environment.

The purpose of this policy is to:

- safeguard and promote the welfare of every child;
- establish clear procedures for recognising, reporting, recording, and responding to safeguarding concerns;
- define the responsibilities of students, staff, parents, guardians, volunteers, visitors, and contractors;
- ensure compliance with Portuguese child protection legislation and recognised international safeguarding practice;
- promote a school culture where children feel able to speak openly and seek help when needed.

This policy applies to all members of the school community, including students, staff, volunteers, parents, guardians, governors, contractors, and visitors.

Safeguarding includes protecting children from abuse, neglect, exploitation, discrimination, inappropriate conduct, unsafe environments, and any situation that may place their physical, emotional, psychological, or social wellbeing at risk.

4. Safeguarding Principles

CJD - International School is committed to:

- creating a protective school environment that prioritises children's safety and wellbeing;
- promoting children's welfare through prevention, early identification, and timely intervention;
- empowering staff and volunteers through training, clear procedures, and appropriate support;
- ensuring that students are listened to and that their wishes and feelings are considered;
- working collaboratively with parents and guardians wherever appropriate;
- complying with Portuguese child protection laws and guidance, including the

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framework of the *Comissão Nacional de Promoção dos Direitos e Proteção das Crianças e Jovens* (CNPDCJ);

- continuously reviewing safeguarding procedures to ensure effectiveness and consistency.

The welfare of the child will always be the school's paramount consideration.

5. Rights and Responsibilities

5.1 Students

Students at CJD - International School have the right to:

- feel safe, respected, and listened to;
- be supported by trusted adults;
- have their wishes and feelings considered whenever decisions affect them;
- learn how to keep themselves safe, including online;
- report concerns about themselves or others without fear of being ignored;
- receive appropriate support when they are worried, distressed, or at risk.

Students are encouraged to speak to any trusted adult, including their Form Tutor, Head of Level, Head of Primary, Wellbeing Officer, SEND Coordinator, Head of International School, or any member of the Safeguarding Team.

Students should understand that, although staff will always respect their privacy, confidentiality cannot be guaranteed where there is a safeguarding concern or a significant risk of harm. In such cases, information may need to be shared with the appropriate staff or external professionals to keep the child safe.

5.2 Children with Special Educational Needs and Disabilities

CJD - International School recognises that children with Special Educational Needs and Disabilities (SEND) may experience additional safeguarding challenges and may be at greater risk of abuse, neglect, bullying, exploitation, or being misunderstood.

Staff must remain alert to the possibility that safeguarding concerns may present differently in children with SEND. Changes in behaviour, communication, emotional regulation, presentation, or mood should not automatically be attributed to a child's additional needs.

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CJD - International School will make reasonable adjustments wherever necessary to ensure that every child can communicate concerns, access support, and participate fully in safeguarding processes.

5.3 Staff

Every member of staff has a professional responsibility to safeguard children.

All staff must:

- maintain a safe, respectful, and inclusive learning environment;
- remain vigilant to signs of abuse, neglect, exploitation, or other safeguarding concerns;
- respond appropriately and sensitively to disclosures made by children;
- report safeguarding concerns immediately in accordance with school procedures;
- record safeguarding concerns accurately, factually, and promptly using the school's safeguarding recording system;
- maintain appropriate professional boundaries with students;
- attend safeguarding training and keep their knowledge up to date;
- never assume that someone else has already reported a concern.

Staff must not promise confidentiality where a safeguarding concern is disclosed. They should reassure the child, listen carefully, record the concern, and report it immediately to the DSL.

5.4 Parents and Guardians

Parents and guardians play an essential role in safeguarding children.

They are expected to:

- support the school's safeguarding procedures;
- communicate concerns that may affect their child's wellbeing or safety;
- work collaboratively with the school when safeguarding concerns arise;
- ensure that the school has up-to-date emergency contact and collection information;
- reinforce safe behaviour, including responsible online behaviour, at home;
- engage respectfully and constructively with staff, students, and other members

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of the school community.

Where necessary to protect a child, the school may involve external agencies in accordance with Portuguese legislation.

5.5 Volunteers, Visitors and Contractors

All volunteers, visitors, and contractors are expected to contribute to a safe school environment.

They must:

- follow all safeguarding procedures while on school premises;
- report any safeguarding concern immediately to a member of staff;
- respect professional boundaries with students;
- comply with the school's visitor and safeguarding procedures.

Failure to comply with safeguarding expectations may result in removal from school premises and, where appropriate, referral to external authorities.

6. Types of Abuse and Safeguarding Risks

Safeguarding concerns may arise in any environment and can affect children of any age, gender, nationality, culture, ability, or background. Abuse may be perpetrated by adults or by other children and may occur in person or online.

The four recognised categories of abuse are:

- **Physical Abuse**: Physical abuse involves deliberately causing physical harm to a child.
- **Emotional Abuse**: Emotional abuse is the persistent emotional maltreatment of a child that adversely affects their emotional development, self-esteem, or wellbeing. This may include humiliation, intimidation, excessive criticism, rejection, coercive control, or exposure to domestic abuse.
- **Sexual Abuse**: Sexual abuse involves a child being forced, encouraged, coerced, or exploited in relation to sexual activity or sexualised behaviour. This includes contact and non-contact abuse, online abuse, grooming, exploitation, and the creation or sharing of inappropriate images of children.
- **Neglect**: Neglect is the persistent failure to meet a child's basic physical,

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emotional, educational, or medical needs, including appropriate supervision, nutrition, healthcare, education, emotional support, and protection from harm.

7. Recognising Safeguarding Concerns

Staff should remain vigilant to any indicators that a child may be experiencing abuse, neglect, exploitation, or other forms of harm.

Indicators may include, but are not limited to:

- sudden changes in behaviour or mood;
- unexplained injuries;
- significant changes in attendance;
- deterioration in personal care;
- withdrawal from peers or activities;
- changes in academic performance;
- repeated tiredness, hunger, or distress;
- reluctance to go home;
- parents or guardians being difficult to contact in emergencies;
- disclosures made by the child or another person.

No single indicator confirms abuse. Staff should always consider the wider context and report any concern; however small it may appear.

8. Specific Safeguarding Risks

CJD - International School recognises that safeguarding concerns extend beyond the four categories of abuse and may include:

- peer-on-peer abuse;
- bullying and cyberbullying;
- inappropriate behaviour by adults;
- domestic abuse;
- online exploitation and grooming;
- radicalisation;
- child-on-child harmful behaviour;
- mental health concerns where these may indicate or contribute to safeguarding risks;

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- children missing education or unexpectedly withdrawing from school;
- unsafe collection arrangements;
- inappropriate parent, guardian, visitor, or staff conduct.

All safeguarding concerns must be taken seriously, responded to promptly, and managed in accordance with school procedures.

9. Professional Conduct and Adult Behaviour

Every adult working in or visiting CJD - International School has a responsibility to maintain professional boundaries and promote a safe environment for children.

Any behaviour by staff, volunteers, contractors, parents, guardians, or visitors that compromises the safety, dignity, or wellbeing of a child will be treated seriously and may be managed as a safeguarding concern.

Examples of unacceptable behaviour include:

- physical or verbal aggression;
- intimidation, bullying, or coercion;
- discriminatory behaviour;
- inappropriate language or comments;
- breaches of professional boundaries;
- misuse of authority;
- inappropriate electronic communication;
- any behaviour of a sexual nature towards a child.

Concerns relating to adult behaviour must be reported immediately to the Designated Safeguarding Lead or, where appropriate, to the Head of School or School Principal.

9.1 Parent, Guardian and Visitor Conduct

Parents, guardians, and visitors are expected to behave respectfully towards students, staff, and all members of the school community.

Aggressive, intimidating, threatening, or abusive behaviour will not be tolerated. This may include shouting, using unacceptable language, making threats, or behaving in a way that creates a hostile or unsafe environment.

Possible actions may include:

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- a formal warning;
- a meeting with school leadership;
- restrictions on access to school premises;
- removal from the premises;
- referral to external authorities where appropriate.

The school will always act in the best interests of student safety and wellbeing.

10. Peer-on-Peer Abuse

CJD - International School adopts a zero-tolerance approach to peer-on-peer abuse.

Children can harm other children physically, emotionally, verbally, socially, or online. Such behaviour is never dismissed as “banter”, “part of growing up”, or “just a joke”.

Peer-on-peer abuse may include:

- bullying;
- cyberbullying;
- physical aggression;
- coercion or intimidation;
- discriminatory behaviour;
- emotional manipulation;
- harmful online behaviour;
- sexual harassment or sexual violence.

All concerns will be investigated promptly and sensitively, with appropriate support provided to the victim and to any other students involved. Staff should remain aware that the absence of reports does not mean that peer-on-peer abuse is not occurring.

11. Bullying

CJD - International School has a zero-tolerance approach to bullying, including cyberbullying.

All allegations of bullying will be investigated promptly and managed in accordance with the school’s Anti-Bullying Policy. Where bullying presents a safeguarding risk, the concern will also be managed under safeguarding procedures and recorded accordingly.

12. Domestic Abuse

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CJD - International School recognises that children may be directly or indirectly affected by domestic abuse. Exposure to domestic abuse can have a significant impact on a child's emotional wellbeing, behaviour, relationships, and educational progress.

Staff should report any concerns relating to domestic abuse immediately through safeguarding procedures. Children affected by domestic abuse will be offered appropriate support within school and, where necessary, through external agencies.

13. Online Safety

Technology plays an important role in students' lives and education. CJD - International School is committed to promoting safe and responsible use of digital technologies.

Students receive age-appropriate guidance on:

- online safety;
- digital citizenship;
- privacy;
- cyberbullying;
- online exploitation;
- grooming;
- misinformation;
- responsible use of social media.

Staff must remain vigilant to indicators of online harm and report concerns in accordance with this policy.

CJD - International School also implements appropriate technology, phone, and device procedures to reduce unsupervised or unsafe online activity and to promote a safe school environment.

14. Attendance and Children Missing Education

Regular attendance is an important safeguarding measure. Unexpected, prolonged, or repeated absence from school may indicate an underlying safeguarding concern.

Safeguarding concerns may arise where there is evidence of:

- repeated unexplained absences;

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- absence for more than three successive days without appropriate justification;
- sudden withdrawal from school;
- concerns regarding the child's safety or whereabouts;
- parents or guardians failing to respond to repeated school communication.

Attendance concerns should be followed up promptly in accordance with the Attendance and Punctuality Policy. Where appropriate, safeguarding procedures will be initiated alongside attendance monitoring.

Preventing a child from attending school without valid reason may constitute a serious concern under Portuguese law and may require referral to external authorities.

15. Attendance and Safe Collection of Students

15.1 Collection Protocol

Students in Primary, or students up to 12 years of age, may only be collected by an adult who has been authorised and recorded by the school.

At the start of each academic year, parents or guardians must provide the names of adults authorised to collect their child. Staff will release students only to those recorded on this list and may request identification where an adult is not known to them.

Any change to collection arrangements must be communicated in advance by a parent or guardian through the school's designated communication channel. The school will not act on requests made by the collecting adult alone.

If an unknown or unauthorised adult attempts to collect a student, staff will not release the student and will contact the parent or guardian to verify the situation. Any concern arising from such an attempt will be reported to the DSL.

15.2 Late Collection

Where a student has not been collected by the end of the school day, staff will supervise the student in a safe location and contact the parent or guardian, followed by authorised emergency contacts.

If a student remains uncollected and contact cannot be made, the DSL will be informed and safeguarding procedures will be followed.

15.3 Digital Swipe Card System

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CJD - International School uses a digital swipe card system to support student safety and monitor entry and departure from school.

Students are expected to swipe their cards at designated card readers when entering and leaving the school. This action is recorded automatically.

Lost or stolen cards must be reported immediately to the school office. Replacement cards will be issued promptly.

Any malfunction, discrepancy, or concern relating to the system must be reported to the appropriate administrative or IT staff.

15.4 Missing Student During the School Day

If a student is missing or unaccounted for during the school day, staff must act immediately.

The school's response will normally include:

- confirming the student's last known location;
- checking attendance, class records, and swipe card information where available;
- notifying key staff, including the DSL and relevant Head of School;
- conducting an immediate search of the school premises and surrounding areas where appropriate;
- contacting parents or guardians where appropriate;
- contacting relevant emergency services if the student cannot be located or there are immediate concerns about their safety;
- documenting all actions taken, including times, staff involved, and outcomes;
- reviewing the incident after resolution to identify any procedural improvements.

All actions must be recorded.

16. Responding to Safeguarding Concerns

Safeguarding concerns may be identified through observations, disclosures, changes in behaviour, attendance patterns, information shared by parents or external agencies, or concerns raised by another student.

Every concern must be taken seriously, regardless of its apparent severity.

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Staff must not investigate concerns themselves. Their role is to listen, reassure the child where appropriate, record the concern accurately, and report it immediately.

17. Responding to a Disclosure

If a child discloses information that raises a safeguarding concern, staff should:

- remain calm and listen carefully;
- allow the child to speak freely;
- avoid asking leading or investigative questions;
- reassure the child that they have done the right thing by speaking up;
- explain that information cannot remain confidential if someone may be at risk of harm;
- record the disclosure using the child's own words wherever possible;
- report the concern immediately to the DSL or another appropriate member of the Safeguarding Team.

Staff must never:

- promise to keep a safeguarding concern secret;
- investigate the allegation themselves;
- confront the alleged perpetrator;
- delay reporting the concern.

18. Raising and Recording Safeguarding Concerns

Anyone within the school community may raise a safeguarding concern.

Students may speak to any trusted adult. Parents and guardians may contact a Form Tutor, Head of School, Head of Primary, Head of International School, Wellbeing Officer, SEND Coordinator, or DSL.

If a staff member has a safeguarding concern, they must record it promptly, factually, and objectively using the school's safeguarding recording system and inform the DSL immediately.

Records should:

- be completed as soon as possible after the concern arises;
- include the date, time, and names of those involved;

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- provide a clear and comprehensive summary of the concern;
- distinguish between fact, observation, and professional opinion;
- use the child's own words wherever possible;
- include any actions already taken;
- avoid assumptions, speculation, or personal judgement.

All safeguarding concerns, discussions, decisions, actions, and outcomes must be documented.

19. CPOMS Recording Procedure

CJD - International School uses CPOMS as its safeguarding recording system.
CPOMS is used for safeguarding concerns and significant wellbeing concerns that may require safeguarding assessment, monitoring, or multidisciplinary intervention.

Routine behaviour incidents should be recorded through the school's behaviour recording procedures unless the behaviour indicates or develops into a safeguarding or significant wellbeing concern.

Following submission of a CPOMS concern:

- the DSL or appropriate safeguarding lead reviews the information;
- the level of risk is assessed;
- additional information may be gathered from relevant staff where appropriate;
- the DSL determines the appropriate response;
- actions may include monitoring, wellbeing support, referral to the psychologist, SEND involvement, parent communication, or referral to external agencies;
- all actions, decisions, and outcomes are recorded within CPOMS.

All safeguarding decisions should be proportionate, child-centred, and based on the best interests of the student.

20. Confidentiality and Information Sharing

Safeguarding information is treated with the highest level of sensitivity and shared only with those who need the information to safeguard a child.

Confidentiality cannot be guaranteed where there are safeguarding concerns or a significant risk to a child's safety or wellbeing.

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Where necessary, information may be shared with appropriate staff or external agencies in accordance with safeguarding procedures and Portuguese legislation.

Where appropriate, staff will explain to the student why information needs to be shared and what the next steps are likely to be.

21. Record Management

Safeguarding records are maintained separately from academic and behavioural records and are accessible only to authorised staff with a legitimate safeguarding role.

Records are:

- stored securely;
- retained in accordance with data protection legislation;
- shared strictly on a need-to-know basis;
- transferred securely when a student leaves the school.

Where safeguarding records are transferred to a new school, this will be done under confidential and separate cover to the receiving school's safeguarding lead, and a receipt should be obtained.

22. Working with Parents and Guardians

CJD - International School recognises the importance of working collaboratively with parents and guardians whenever safeguarding concerns arise.

Parents will normally be informed of safeguarding concerns affecting their child. However, the school may delay or withhold informing parents where doing so is considered likely to place the child at greater risk or compromise a safeguarding investigation.

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

23. Referral to External Agencies

Where necessary, the DSL will seek advice from or make referrals to appropriate external agencies in accordance with Portuguese legislation.

External referral may be required where:

- there is significant risk of harm;

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- abuse or neglect is suspected;
- a criminal offence may have occurred;
- there is immediate danger to a child;
- parents or guardians refuse necessary safeguarding intervention and the child's welfare is compromised;
- attendance concerns suggest possible neglect or harm;
- the facts indicate a situation of danger requiring statutory intervention.

The school will cooperate fully with any external investigation conducted by child protection services, law enforcement agencies, healthcare professionals, or other relevant authorities.

24. Legal Framework

This policy is implemented in accordance with Portuguese child protection legislation and relevant safeguarding guidance, including the work and framework of the *Comissão Nacional de Promoção dos Direitos e Proteção das Crianças e Jovens* (CNPDCJ).

CJD - International School will involve external authorities where required by law or where the safety, welfare, or rights of a child may be at risk.

The school may also seek support or guidance from relevant external organisations, including child protection services, law enforcement, healthcare services, mental health professionals, APAV, Centro Internet Segura, and other appropriate agencies.

25. Escalation

If a member of staff believes that appropriate action has not been taken regarding a safeguarding concern, they have a professional duty to escalate the matter.

Concerns may be raised with:

- the Designated Safeguarding Lead;
- another member of the Safeguarding Team;
- the Head of International School;
- the Head of Primary;
- the Head of Teaching, Learning and Performance;
- the School Principal;
- external authorities where required by law.

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No member of staff will be disadvantaged for raising a safeguarding concern in good faith.

26. Training and Review

CJD - International School is committed to maintaining high safeguarding standards across the school community.

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To support this commitment:

- all staff receive safeguarding training as part of induction;
- safeguarding training is updated annually as a minimum;
- safeguarding procedures are reviewed following significant incidents where appropriate;
- safeguarding information is made accessible to staff;
- this policy is reviewed annually or sooner if legislation, guidance, or school procedures change.

27. Monitoring and Governance

The Designated Safeguarding Lead is responsible for overseeing the implementation of this policy and ensuring that safeguarding concerns are managed effectively.

The School Leadership Team and the Safeguarding Governor will receive appropriate safeguarding information and monitoring reports, while maintaining the confidentiality of individual students.

The effectiveness of safeguarding arrangements will be reviewed regularly to ensure continuous improvement.

28. Commitment to Safeguarding

CJD - International School is committed to fostering a culture where safeguarding is everyone's responsibility.

Every member of the school community is expected to promote a safe, respectful, and inclusive environment in which children feel listened to, supported, and protected.

The welfare of the child will always be the school's paramount consideration.

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VIII – Special Educational Needs and Disabilities (SEND) Policy

1. Introduction

At Colégio Júlio Dinis (CJD - International School), 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. CJD - International School Vision and Mission

2.1 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.

2.2 Mission Statement

At Colégio Júlio 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 Programme, 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 - International School, 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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3. 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 - International School 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 - International School 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.

4. Admission to the School

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CJD - International School 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 - International School 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 - International School, 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 - International School 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 - International School Admissions Policy*.

5. 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 Form Tutor should submit a referral using the school's SEND referral procedure.
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.

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5. If necessary, the SEND 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 screening procedures are carried out by key staff, as appropriate, in consultation with members of a range of outside agencies.

6. 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'/Guardians' 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.

7. 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 - International School include but are not limited to:

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

- 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.

8. Assessment

At CJD - International School, 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)

9. Individualised Education Programme (IEP)

If a student is determined to be eligible for special education services, the SENDco 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 programme.

- 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 forthcoming 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 education curriculum 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.

10. Pastoral Support

CJD - International School has a Pastoral Team who is available to support students, parents, and educators. The team plays an integral role in the admissions process, meeting with some new families and conducting regular sessions with students. The team provides individual support to students experiencing emotional challenges, either through self-referral or referrals from educators or guardians.

In cases where additional or specialized support is required, the Pastoral support team may recommend external providers and collaborate with them to ensure the student's

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wellbeing.

11. Confidentiality

At CJD - International School, 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.

Confidentiality cannot be guaranteed where there are safeguarding concerns or a risk of significant harm to a student or others. Staff will not promise confidentiality and must pass such information to the Designated Safeguarding Lead (DSL), who decides what action is required. 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 – Academic Honesty Policy

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 CJD - International School, 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 - International School.

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.

3. Roles and Responsibilities

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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.

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If a teacher suspects academic dishonesty, they may:

- Conduct an internet search for suspicious phrases
- Use plagiarism detection software.

Artificial Intelligence (AI)

AI tools must be used ethically. Students and teachers 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

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.

6.1 Assessment Integrity

This section applies to all assessment moments - classwork assessments, topic tests, end-of-unit assessments, coursework, progression tests, and mock examinations. Formal external examinations are governed separately by Cambridge International's regulations (see Formal Examinations below).

6.2 Consequences of Malpractice in Assessment

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Where a student is found to have cheated or engaged in malpractice in any internal assessment, the school follows a graduated response based on the nature and seriousness of the incident. All cases are investigated before any sanction is applied, and the student is given the opportunity to respond.

As a baseline, malpractice in any assessment results in a deduction of at least 25% from the mark for the affected piece of work, in addition to any further consequences set out below.

First-level (minor or first offence) - for example, a first instance of unauthorised notes or communication:

- A deduction of at least 25% is applied to the affected work, or the affected section is marked as zero, whichever the circumstances warrant.
- The incident is recorded on the student's file.
- Parents or guardians are informed in writing.
- The student receives a formal reminder of assessment expectations.

Second-level (serious or repeated malpractice) - for example, copying another candidate's work, use of a mobile phone, or a repeat offence:

- A grade of zero is awarded for the entire assessment, paper, or subject component.
- A meeting is held with the student and parents or guardians.
- The matter is referred under the school's disciplinary procedures, which may result in further sanctions.
- The incident is recorded and may be considered in decisions on examination entry.

Third-level (most serious cases) - for example, pre-planned or collaborative cheating, impersonation, or theft of assessment materials:

- Disqualification from the subject, and potentially from the wider examination series.
- Referral to the Designated Safeguarding Lead and/or senior leadership where wider concerns arise.
- For external examinations, malpractice is reported to Cambridge International,

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whose regulations and sanctions apply and may include disqualification.

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X – Anti-Bullying Policy

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 - International School 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 - International School 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.

2. 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.

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

3. Different forms of bullying

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

3.1 Bullying can take many forms including:

- Emotional: hostile behaviour, exclusion, tormenting, spreading rumours, or spreading untrue information. This can include repeatedly excluding a child from games or activities or deliberately refusing to include others.
- 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. This can include friendship manipulation, such as controlling who a child is or is not allowed to play with.
- 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.

3.2 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

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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.
- 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.

Although these behaviours may not constitute bullying, they may still breach the Code of Conduct and require intervention. Staff should address such incidents appropriately, monitor for any escalation or emerging pattern, and record them where necessary.

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

5. 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

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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 incident intervention; external intervention, the local authorities may be contacted in accordance with the Portuguese legislation.

6. 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.

6.1 Reporting Concerns

Students are encouraged to report bullying that affects themselves or another student, even where they are unsure whether the behaviour constitutes bullying. Concerns may be shared with any trusted member of staff, including form tutors, Heads of Faculty, the Wellbeing Officer, the School Psychologist, or the Safeguarding Team. All concerns will be

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taken seriously and followed up in line with the procedure below.

6.2 Investigation and Reporting

All suspected, known, or reported incidents of bullying will be investigated promptly, fairly, and proportionately, and documented at each stage. All parties — the student affected, the student or students alleged to have bullied, and any witnesses — are listened to objectively and without judgement. The following procedure applies:

1. Initial report and response. Incidents are reported to the student's form tutor, who is responsible for the initial response. The form tutor records the incident on CPOMS, gathers initial accounts from those involved, and maintains written records throughout.
2. Immediate referral in serious cases. Where an incident involves a possible safeguarding concern or a risk of significant harm — including, but not limited to, physical, sexual, or racial bullying, or any case where a child may be at risk — the form tutor refers the matter to the Designated Safeguarding Lead (DSL) without delay, before undertaking any further enquiry. In such cases, the DSL directs the response in line with the school's Safeguarding Policy.
3. Escalation and review. For all other incidents, the form tutor shares the information gathered with the Head of School and the DSL, who determine what further action is required. The nature, frequency, and severity of the behaviour are established, and a judgement is made as to whether it constitutes bullying under this policy.
4. Communication with parents. Parents or guardians of the students involved are informed at an appropriate stage, in a manner proportionate to the nature of the incident.
5. Outcome and monitoring. The outcome, any sanctions applied, and any support put in place are recorded on CPOMS. The situation is subsequently monitored to ensure that the behaviour does not recur, and any repetition or escalation is treated as a new incident under this procedure.

6.3 Sanctions

Depending on the severity of the behaviour, consequences may include additional coursework, service to the school community, exclusion from extracurricular activities, or, in

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serious cases, suspension or expulsion. External agencies will be involved where appropriate in more serious cases, and temporary or permanent exclusion will be considered for students who do not respond to intervention (see the Code of Conduct for further details).

6.4 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.

7. Tackling Bullying

Effectively addressing bullying requires timely action, clear procedures, and a supportive environment for all involved. Alongside the procedures set out in Section 5, the following whole-school measures underpin the school's approach to preventing and responding to bullying at CJD - International School.

7.1 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.

7.2 A Safe and Supportive Environment

- Creating a safe, trusting environment in which students feel comfortable sharing sensitive information.
- Fostering strong educator–student relationships to encourage open communication and early reporting.
- Ensuring that concerns, once raised, are consistently followed up so that students retain confidence in the reporting process.

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XI – Whistleblowing Policy

1. Introduction

At Colégio Júlio Dinis (CJD - International School), we are committed to maintaining the highest standards of integrity, transparency, accountability, and safeguarding. We encourage all members of staff to raise genuine concerns about practices or behaviours that may place students, staff, or the school at risk.

The purpose of this policy is to provide a clear process for reporting concerns about serious wrongdoing, unlawful conduct, unethical behaviour, or practices that may compromise the safety, wellbeing, or reputation of the school.

CJD is committed to ensuring that anyone who raises a genuine concern in good faith will be treated fairly, respectfully, and without fear of retaliation.

This policy applies to all employees, volunteers, governors, contractors, trainees, and any other individuals working on behalf of the school.

2. Purpose

The aims of this policy are to:

- Promote a culture of openness, honesty, and accountability.
- Encourage staff to report concerns at the earliest opportunity.
- Provide a clear and confidential reporting procedure.
- Ensure concerns are investigated fairly and appropriately.
- Protect individuals who raise concerns in good faith from victimisation or retaliation.
- Support the school's commitment to safeguarding, legal compliance, and ethical practice.

3. What is Whistleblowing?

Whistleblowing is the reporting of concerns about wrongdoing that is in the public interest or affects the safety, wellbeing, or rights of others.

Whistleblowing differs from a personal grievance.
A grievance relates to an individual's own employment or working conditions.

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Whistleblowing relates to concerns affecting students, colleagues, the organisation, or the wider public.

4. Concerns Covered by this Policy

Concerns may include, but are not limited to:

- Safeguarding failures or concerns about child protection.
- Abuse or neglect of students.
- Criminal offences.
- Fraud or financial misconduct.
- Bribery or corruption.
- Breaches of school policies.
- Health and safety risks.
- Serious breaches of confidentiality or data protection.
- Bullying, harassment or discrimination by staff.
- Abuse of authority or professional misconduct.
- Deliberate concealment of wrongdoing.
- Failure to comply with legal or regulatory requirements.
- Any conduct likely to damage the school's reputation or place members of the school community at risk.

5. Concerns Not Covered

This policy should not be used for:

- Personal employment disputes.
- Salary or contractual matters.
- Performance management concerns.
- Interpersonal disagreements between colleagues.

6. Responsibilities

6.1 All Staff

All staff have a responsibility to:

- Act with honesty and integrity.
- Report concerns as soon as reasonably possible.
- Cooperate with investigations.

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- Maintain confidentiality throughout the process.
- Act in good faith.

6.2 Leadership Team

The Leadership Team is responsible for:

- Creating a culture where concerns can be raised safely.
- Taking all concerns seriously.
- Ensuring concerns are investigated promptly and fairly.
- Protecting whistleblowers from retaliation.
- Maintaining confidential records.

7. Reporting a Concern

Whenever possible, concerns should be raised as soon as they arise.

Concerns may be reported to:

- The employee's Line Manager.
- The Head of School.
- The Designated Safeguarding Lead (for safeguarding concerns).
- The School Principal.
- Matthew Tompkins, Governor and Director of Dukes Portugal (Matthew.Tompkins@dukeseducation.com), where concerns involve the School Principal or other senior leadership.

Reports may be made verbally or in writing. Where

appropriate, staff should provide:

- A clear description of the concern.
- Dates, times, and locations.
- Individuals involved.
- Any supporting evidence available.

Staff are not expected to investigate concerns themselves or provide proof of wrongdoing. A genuine suspicion based on reasonable grounds is sufficient.

8. Confidentiality

CJD will make every effort to protect the identity of individuals raising concerns.

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However, confidentiality cannot always be guaranteed where:

- safeguarding concerns exist;
- there is a legal obligation to disclose information;
- external agencies become involved;
- disclosure is necessary to protect a child or another individual from harm.

Information will only be shared on a need-to-know basis.

9. Anonymous Reports

Anonymous reports will be considered.

However, investigations may be more difficult where the school cannot seek clarification or additional information.

Staff are encouraged to identify themselves whenever possible.

10. Investigation Procedure

Once a concern has been received:

1. The concern will be acknowledged.
2. An initial assessment will determine the appropriate course of action.
3. Where necessary, an investigation will be undertaken by an appropriate member of staff or external authority.
4. Safeguarding concerns will immediately follow the school's Safeguarding Policy.
5. The whistleblower may be contacted for further information.
6. Appropriate action will be taken based on the findings.

Where appropriate, the individual raising the concern will receive feedback on the outcome, although confidentiality may limit the information that can be shared.

10.1 Protection from Retaliation

No member of staff will suffer dismissal, disciplinary action, discrimination, harassment, or any other detrimental treatment because they have raised a genuine concern in good faith.

Retaliation against a whistleblower will itself be treated as a serious disciplinary matter.

10.2 Malicious or False Allegations

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Concerns raised in good faith will never result in disciplinary action simply because they are not substantiated.

However, deliberately false, malicious, or vexatious allegations may result in disciplinary action.

11. Record Keeping

All whistleblowing concerns will be recorded securely. Records

will include:

- the nature of the concern;
- actions taken;
- investigation outcomes;
- recommendations made;
- any follow-up actions.

Records will be stored securely in accordance with data protection legislation.

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XII – Activities and Events Policy

1. Introduction

The school provides a range of educational activities and experiences designed to enrich students' learning, support personal development, and strengthen engagement with the wider community. These activities may include workshops, performances, special events, sporting activities, competitions, visitors to the school, community projects, and field trips.

Some activities may require parental consent and/or an additional fee. This policy outlines the procedures governing participation, communication, safeguarding, and payment arrangements.

2. Communication and Registration

2.1 Activity Information

Parents/guardians will be informed of activities through *eCommunity*.

Information provided may include:

- Purpose and description of the activity;
- Date, time, and location;
- Schedule and logistical arrangements;
- Participation requirements;
- Cost (where applicable);
- Registration deadline;
- Relevant health and safety information.

2.2 Parental Consent

Participation in activities requiring parental authorisation must be confirmed through the designated registration process.

The school may be unable to accommodate students whose consent forms are not submitted by the specified deadline.

2.3 Registration Deadlines

Registration deadlines are established to allow adequate planning, staffing, safeguarding, and logistical arrangements.

If parents/guardians are unable to respond before the deadline, they should contact

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their child's Form Tutor as soon as possible.

Responses submitted within two working days of the activity may not be accepted.

3.4 Non-Participation

Students who do not participate in activities taking place during normal school hours may attend school, provided that the school has been informed in advance (3 workdays prior).

The school will seek to provide appropriate alternative activities/tasks and supervision.

Students remaining at school will follow the normal school timetable and behavioural expectations.

4. Payments

4.1 Activity Fees

Where an activity incurs an additional cost, the fee will be clearly communicated to parents/guardians in the announcement.

Activity fees will be included in the subsequent monthly invoice alongside the regular school fee.

4.2 Refunds

Refunds may not be available when a student misses an activity without prior notice to the Form Tutor (ideally at least 24 hours in advance), once bookings, tickets, transportation, or other arrangements have been confirmed by the school.

Exceptional circumstances will be considered on a case-by-case basis.

5. Attendance and Punctuality

Students must arrive on time for all activities.

Where an activity involves departure from school or another designated location, schedules must be respected to ensure the smooth operation of the event and the safety of all participants.

Students arriving 10 minutes after the scheduled departure time may not be able to participate.

6. Safeguarding and Welfare

The school is committed to ensuring the safety and wellbeing of all students participating in school activities.

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For all activities:

- Appropriate levels of supervision will be provided;
- School safeguarding and child protection procedures will be always followed;
- Relevant medical, dietary, and allergy information will be considered during planning;
- Emergency contact information will be available to supervising staff;
- Students will receive age-appropriate guidance regarding behaviour and safety expectations.

Parents/guardians are responsible for ensuring that the school holds accurate and up-to-date medical and emergency contact information.

7. Communication of Changes

Should there be any significant changes to an activity, including delays, cancellations, or changes in arrangements, parents/guardians will be informed.

8. Collection Procedures

Unless otherwise communicated in advance, students participating in activities will follow the school's normal collection and dismissal procedures.

Students will remain under staff supervision until they have been collected by their parent/guardian or an authorised adult in accordance with school procedures.

9. Field Trips Procedures

The following procedures apply specifically to activities taking place off the school premises.

9.1 Planning and Risk Assessment

All field trips will be approved by school leadership and subject to an appropriate risk assessment before taking place.

The assessment will consider:

- Transportation arrangements;
- Venue suitability;
- Supervision requirements;
- Medical and accessibility needs;

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- Emergency procedures;
- Environmental and weather-related considerations.

10. Health and Safety

At least one member of staff accompanying the trip will hold a valid first aid qualification.

A first aid kit will be available throughout the trip.

If a student becomes ill or sustains an injury:

- Appropriate first aid will be administered;
- Parents/guardians will be contacted when necessary;
- Emergency services will be contacted whenever and wherever required.

Parents/guardians are responsible for ensuring that the school holds accurate and up-to-date information regarding their child's medical conditions, allergies, dietary requirements, and emergency contacts.

Students who require daily medication, have diagnosed allergies, or may require emergency medication (such as inhalers, EpiPens, antihistamines, or other prescribed medication) must bring the medication to school on the day of the activity or field trip and hand it to their Form Tutor or designated member of staff before departure.

All medication must be clearly labelled with the student's name and accompanied by any necessary instructions for administration.

Staff accompanying the activity or field trip will ensure that required medication is always accessible and administered in accordance with the school's Medication Policy and the instructions provided by parents/guardians and healthcare professionals.

Failure to provide essential medication may result in the student being unable to participate in the activity or field trip if their health or safety could be compromised.

11. Student Conduct

Students are ambassadors of the school and are expected to demonstrate respectful, responsible, and safe behaviour always.

Students must:

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- Follow staff instructions;
- Respect all venues visited;
- Be considerate toward members of the public;
- Follow health and safety guidance;
- Remain within designated boundaries.

Serious breaches of behaviour expectations may result in parents/guardians being contacted and further disciplinary action being taken in accordance with the school's Behaviour Policy.

12. Return to School

Upon returning from a field trip:

- All students must remain with the supervising staff members;
- Students will return to their classrooms before dismissal;
- A final attendance check will be completed to ensure all students have returned safely.

Students will not be dismissed directly from the vehicle or arrival point unless expressly authorised by the school beforehand.

The school's regular collection procedures will apply.

Should there be any significant delay to the planned return time, parents/guardians will be notified as soon as possible through the Form Tutor and/or the school's official communication channels.

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XIII – School Day Breaks and Extended Lessons Policy

1. Introduction

Colégio Júlio Dinis International School recognises the importance of appropriate breaks throughout the school day to support students' wellbeing, concentration, movement, hydration, social interaction, and readiness to learn. This policy establishes the school's scheduled break and lunchtime periods and clarifies expectations where lessons, assessments, support sessions, or other activities span these times.

2. Official School Breaks

The official break periods for the International School are:

- Morning Break: 10h10–10h30
- Midday Break: 12h10–12h20
- Lunch: 13h10–14h20
- Afternoon Break: 16h00–16h20

These periods form part of the normal structure of the school day and should be respected by students and staff.

3. Extended and Double Lessons

Some subjects are timetabled in 100-minute teaching blocks. A 100-minute lesson does not automatically require an additional break within the lesson where it takes place entirely between scheduled school breaks.

For example, 08h30–10h10, 10h30–12h10, and 14h20–16h00 may operate as uninterrupted 100-minute teaching blocks.

Teachers are nevertheless encouraged to use appropriate changes of activity, movement, practical work, discussion, or other pedagogical strategies during longer lessons to maintain student engagement.

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4. Lessons That Span an Official Break

Where a lesson is scheduled across an official school break, the scheduled break must normally be observed.

For example, a lesson scheduled from 11h20–13h10 should operate as follows:

- 11h20–12h10 – Lesson
- 12h10–12h20 – Scheduled Break
- 12h20–13h10 – Lesson resumes

The scheduled break is not considered part of the lesson's teaching time. Students should not routinely be kept in classrooms to continue teaching, complete classwork, or finish an ordinary assessment during an official school break.

5. Lunch Period

The official lunch period is 13h10–14h20. Students should have access to their normal lunch period and should not routinely be required to attend lessons, meetings, academic support, rehearsals, or other activities throughout the entire lunch break.

Where optional or targeted support is organised during lunchtime, sufficient time must remain for the student to eat, rest, and prepare for afternoon lessons. Students authorised to leave the school premises during lunch must follow the school's normal entry, departure, and safeguarding procedures.

6. Assessments and Examinations

Internal assessments should, wherever reasonably possible, be scheduled so that they do not remove students' normal break or lunch periods. Where an assessment legitimately requires additional uninterrupted time, appropriate arrangements should be made to ensure students receive a suitable break afterwards.

External examinations, including Cambridge examinations, are governed by the regulations and required examination duration of the relevant awarding body. In such circumstances, examination regulations take precedence over the normal school break timetable.

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Students receiving approved SEND or access arrangements should receive any rest breaks or other accommodations specified in their individual arrangements.

7. Academic Support, Detentions and Meetings

Breaks may occasionally be used for short meetings, academic support, restorative conversations, or disciplinary procedures where appropriate.

In these circumstances:

- Students must be given reasonable opportunity to eat, drink, use toilet facilities, and have appropriate rest;
- The full lunch period should not routinely be removed;
- Break-time interventions should be proportionate and age appropriate;
- Students with SEND, medical, pastoral, or wellbeing needs may require additional consideration.

8. Exceptional Circumstances

A scheduled break may exceptionally be delayed or altered where necessary because of:

- An emergency or safeguarding situation;
- An external examination;
- A practical activity that cannot safely be interrupted immediately;
- A school trip, event, performance, or competition;
- Another exceptional circumstance authorised by school leadership.

Where reasonably possible, students should be provided with an alternative break as soon as practicable.

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9. Staff Responsibilities

Teachers and other staff are responsible for:

- Respecting the published school break and lunch timetable;
- Releasing students promptly at the beginning of scheduled breaks;
- Ensuring lessons resume punctually following breaks;
- Planning extended lessons appropriately;
- Ensuring students are not routinely deprived of breaks to complete academic work;
- Taking account of individual medical, SEND, safeguarding, and wellbeing requirements.

10. Student Responsibilities

Students are expected to:

- Return to lessons promptly following breaks;
- Use break and lunchtime appropriately;
- Follow school behaviour expectations during all break periods;
- Respect designated areas and staff instructions;
- Arrive prepared and ready to learn when lessons resume.

11. Monitoring and Review

The implementation of this policy will be monitored by the school leadership team. Any concerns regarding repeated loss of scheduled breaks, student wellbeing, or the organisation of extended lessons should be raised with the appropriate Head of Faculty or Head of Teaching, Learning & Performance.

The policy will be reviewed annually or sooner where changes to the school timetable or operational arrangements require it.

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