

Internal Handbook



**CLIC**

COLÉGIO LUSO-INTERNACIONAL  
DO CENTRO

**2022-2023**

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## **Introduction**

Colégio Luso-Internacional do Centro, SA (CLIC), was founded in July 1996 and officially recognised by the Ministry of Education in the “Diário da República (III Serie, Nº 115, p.8618)”. In September of that year, the school (Pre-primary to Form 5) was opened to the public and classes began. Official authorization for the school came on 31<sup>st</sup> March 1997, according to law number 570, of the “Direcção Regional de Educação do Centro”.

CLIC aims to maintain the best traditions of international educational practices. It is an institution of excellence in the domain of educational practice in Portugal and expects all its employees to maintain high standards in order to ensure the effective operation of the school.

The Internal Handbook is a normative document which is continuously updated in order to meet the ever-changing demands in education. These alterations may also be necessary as a result of changes to Portuguese laws and due to the specific nature of this school. The purpose of the implementation of this Internal Handbook is to ensure the effective daily organisation of CLIC as well as to provide a clear and permanent record of the key interaction between the various sectors of the school.

The policies presented in the Internal Handbook are applicable to the entire educational community – teaching staff, students, administrative staff, auxiliary staff, parents and guardians and to those who visit or carry out activities at this school.

## **Article 1**

### **Organizational Structure of CLIC**

1.1. Integral to the educational community of CLIC are the teaching staff, non-teaching staff, administrative staff, auxiliary staff, parents and guardians.

1.2. Administrative, leadership and management roles are held by the following:

- **Pedagogical Director/ Head Teacher:** responsible for the administration and management of pedagogical aspects of the school;
- **Co-ordinators:** Lower School; Middle and Upper School;

The co-ordinators work directly with the Head Teacher.

- **Financial Director:** responsible for the administration and management of finances of the school;

- **Student Council:** Each form has a class representative in the Student Council. The President is elected each year and presides over the meetings. The Council follows the Student Council Regulations (Article 11).

## **Article 2**

### **Rights and Responsibilities**

1. These rights are applicable to all members of the CLIC community:

- 1.1. To be respected for oneself, ideas and possessions
- 1.2. To be informed about your rights and have any concerns explained
- 1.3. To be aware of and informed about the Internal Handbook
- 1.4. To be made aware of the criteria for evaluation, the organization of the curricula programmes and the skills to be developed in each subject
- 1.5. To obtain feedback on work presented
- 1.6. To be provided with an optimal work environment
- 1.7. To be informed with adequate notice of meetings planned
- 1.8. To be informed as to the legislation and rules in place at CLIC
- 1.9. To have access to quality facilities.

2. These rights are applicable to students:

2.1. To be treated with respect and courtesy by any member of the educational community, and under no circumstances may be discriminated against on the grounds of ethnic origin, health, sex, sexual orientation, age, gender identity, economic, cultural or social condition or political, ideological, philosophical or religious convictions;

2.2. To receive a quality education;

2.3. To benefit from an educational experience that provides the conditions for their full physical, intellectual, moral, cultural and civic development, and for the shaping of their personality;

2.4. To be recognized and valued for their merit, dedication, attendance, effort in work and school performance, and be stimulated accordingly;

2.5. To have a school timetable appropriate to their form level, as well as a balanced planning of curricular and extracurricular activities;

2.6. To benefit from awards which recognize and distinguish merit;

2.7. To have their safety at school safeguarded and their physical and moral integrity respected, benefiting in particular from the special protection enshrined in the criminal law for members of the school community;

2.8. To be promptly and adequately assisted in the event of an accident or sudden illness occurring or manifested during school activities;

2.9. To have the confidentiality of all information contained in their personal file safeguarded;

2.10. To elect representatives to positions within the Student Council, in accordance with the law and the school's Internal Handbook;

2.11. To be heard by teachers, class directors and school administration and management bodies on all matters that are justifiably of interest to them;

2.12. To organize and participate in initiatives that promote student development;

2.13. To be informed about the school's internal regulations, the programme and key objectives of each discipline or subject area, evaluation processes and criteria, rules of use and safety of materials, equipment and facilities, including the emergency plan, as well as all activities and initiatives related to the school's educational project;

2.14. To participate in other activities provided by the school, in accordance with the law and the school's internal regulations;

2.15. To participate in the evaluation process;

2.16. To be given all the necessary help to compensate for missed classwork due to an authorized absence from school.

3. These rights are applicable to Parents and guardians:

3.1. To be kept informed

- 3.2. To be treated with respect by all members of the school community; regarding the educational progress of their child;
  - 3.3. To participate in the life of the school and in any activity organized by it, whenever invited;
  - 3.4. To require quality education and service from the school;
  - 3.5. To be informed about the behaviour, progress and attendance of their child;
  - 3.6. To be made aware of the general evaluation criteria of the school;
  - 3.7. To be informed about the learning objectives and the criteria for assessment;
  - 3.8. To be heard in the decision-making process as to whether or not their child should advance to the next form, in situations where this is in doubt;
  - 3.9. To be made aware of their child's timetable, as well as test and other evaluation results;
  - 3.10. To be heard by the Direction and teachers, in order to jointly promote student development;
  - 3.11. To attend meetings at school to discuss matters relating to the education of their children, subject to the availability of those involved;
  - 3.12. To be made aware of the School's Internal Handbook, available on the school website.
4. The following responsibilities are applicable to all members of the CLIC community:
- 4.1. To contribute to the harmonious educational interaction of CLIC and to the full integration of all students at CLIC;

4.2. To promote a spirit of environmental awareness and respect for the environment by keeping the school clean and using the correct waste disposal facilities;

4.3. To not damage and to prevent others from damaging student work on display, school equipment and outside facilities.

4.4. To be aware of the regulations concerning the use and safety of all material and school equipment;

4.5. To follow all the rules and regulations of the various facilities used;

4.6. To not impede traffic in the main entrance of the school; cars may only be parked in the spaces that have been allocated for this purpose.



### **Article 3**

#### **Educational Project / Philosophical Principles**

We understand that the world tomorrow will demand of its citizens the ability to reason well and ethically; the flexibility to adjust to an ever changing reality; the fortitude to withstand the onslaught of new and formidable unknowns; the sensitivity to understand the fragility of our environment and the delicate quality of human achievement; the literacy to manage to one's best advantage and for the greater good of the community, the proliferation and inherent complexity of the new communication modes; the love and faith in humanity so indispensable to life in our small and diverse world.

These learning goals can be best achieved in an environment which is democratic and just. At the heart of the school are its students, faculty, parents and associates; a community determined to learn from experience and to strive for success. Their close work with each other in a caring and stimulating environment remains our greatest and our best assurance for tomorrow.

Thus, our primary commitment is to offer students the opportunity and conditions to become literate, competent, educated, skilled, multilingual and multicultural, appreciative of the arts, capable of critical thinking, of creating and managing problems as a condition for the advancement of knowledge, and able to meet the challenges of a complex, interdependent and pluralistic world.

We recognize that reality is the natural context for children's learning activities. Therefore, programmatic contents should derive and be possessed within a context as close to our perception of reality as possible. This also means that the learning context, while recognizing the specific conditions of the lives of children, should not be rendered infantile. We believe that children are beings endowed with an innate capacity for learning, with a creative spirit, and with the ability for responsible action.

We affirm the holistic nature of knowledge and the interconnectedness of all endeavours. Our programme of studies reinforces these notions through integrating research projects, thematic work, and other available means. We realize, however, and take duly into account that the wide educational system validates students' achievement according to the traditional segmentation of knowledge into disciplines.

We promote the participation of parents in the life of the school as their inherent right and as a condition sine qua non for the natural development of children. Parents are considered as much a part of the school as are the students or teachers.

## **Article 4**

### **Pedagogical Principles and Aims**

1. CLIC's educational programme is based on eight fundamental principles:

- 1.1. **Academic excellence** – The attainment of the highest academic standards through a stringent and fully integrated curriculum that stresses personal excellence and team achievement.
- 1.2. **Learning to learn** – The content of the various subjects is developing at such a rate that makes an encyclopaedic approach to education quite unviable. By focusing on *how to learn*, our aim is to prepare students for a lifetime of learning and personal development.
- 1.3. **Cooperative Learning** – Our instructional programme is based on the premise that students can and should learn from each other, and that they must shoulder the greatest responsibility for their education.
- 1.4. **Diversity and Cross-cultural Education** – The underlying concept of education is a learning process that positions the study of the diverse expressions of human life at the core of its programme of studies.
- 1.5. **Democracy** – The administration of the school is based on a democratic decision-making model. We recognize the fundamental role of parents, teachers and students in the educational process.
- 1.6. **Personal needs and concerns** – The programmes of study focus on the unique needs and concerns of each student. In practical terms, this is achieved through the interaction between student and teacher, and in particular the Form Teacher, who monitors the academic and personal development of each student.
- 1.7. **Ethical and Moral Development** – In order to insure the overall development of students, the education provided must be based on the both ethics and morality. The understanding of standardized codes of behaviour does not suffice; each student must learn to reason and base decisions on ethical and moral grounds.
- 1.8. **The Arts** – The arts are essential to a complete understanding of our nature as human beings and as members of cultural groups. In this regard, the arts must not be taught as independent subjects, but rather as integral parts of the entire programme of studies.

## **2. Equivalence**

The curricular programme of CLIC was developed in order to allow equivalence to the Portuguese educational system or to other international schools at all stages of the educational process. The final examinations which students sit in Form 12 (AICE – Advanced International Certificate of Education) are set by *Cambridge International Examinations* (a department of the University of Cambridge) and have full equivalence to the exams of the 12<sup>o</sup> ano, via Portaria 779/98, 16 September. The students who take these exams are also exempt from the exams for university access in most Portuguese universities, according to Article 20<sup>o</sup>A of Law n<sup>o</sup> 296-A/98, the only requirement being that the student achieves the grades required for entry that the universities stipulate each year.

## **Article 5**

### **School Organisation**

#### **5.1. Target Population**

CLIC is a school for students from Preschool to Form 12, with the following goals:

**5.1.1.** To offer students the opportunity to acquire an international education which will prepare them for university education, whether in Portugal or abroad, as well as providing them with a wide range of skills for future careers.

**5.1.2.** To offer non-Portuguese students the opportunity to continue their education without disruption, having English as the language of instruction.

**5.1.3.** To offer Portuguese students, who have attended schools in other countries, an easier process of (re)integration within Portugal.

**5.1.4.** To offer English as the language of instruction and as the “official” language of the school.

#### **5.2. School Structure**

The school consists of the following main interacting components:

**5.2.1. Lower School: Preschool – Form 4**

**5.2.2. Middle School: Form 5 – Form 8**

**5.2.3. Upper School: Form 9 – Form 12**

**5.2.4. CLICClubs**

**5.2.5. School Office**

##### **5.2.1. Lower School (Preschool – Form 4)**

Each student starts school with a unique blend of knowledge, abilities, intelligences and expectations. The *Lower School* is thus, structured to identify, promote and develop the potential of each student. Autonomous and motivated students require an educational process that emphasises not only the acquisition of knowledge but, above all, its application across all areas, promoting practical activities such as the preparation and presentation of Assemblies and a Christmas Show.

A modified version of the British educational system has been chosen as a model for this school, as it provides the flexibility needed for the development of a child’s full potential and the curricular structure essential to achieve academic excellence.

##### **5.2.2. Middle School (Form 5 to Form 8)**

The *Middle School* is organised to provide students with a wider range of opportunities, in order to develop a wide range of skills, especially those directly linked to research methodologies. Therefore, as part of the wide-ranging curriculum available, the school offers a third language in Form 5 (French or Spanish).

The language will be the one chosen by the majority of parents. In the event of a draw, the school will determine the language to be studied.

The Middle School has, as a significant part of its curriculum, co-operative learning strategies, where students work in groups, undertaking cross-curricular problem-solving and decision-making activities.

In this context, students are encouraged to give oral project presentations, with a focus on the development of key aspects such as the ability to develop an argument, choice of vocabulary appropriate to context and the organization and structuring of ideas, as well as working with digital and audio-visual media. The fundamental objective is that students be autonomous, proficient and motivated learners when they enter the Upper School.

### **5.2.3. Upper School (Form 9 – 12)**

Following on from the autonomy and skills promoted in the Middle School, over the course of the Upper School students are expected to produce more autonomous projects that demonstrate their ability to research, analyse and explain. In Forms 9 and 10, the students follow the International General Certificate of Secondary Education (IGCSE) curriculum programmes, of the International Examinations Department (CIE) of the University of Cambridge. The students sit these examinations at the end of Form 10. In Forms 11 and 12, the students prepare for the Advanced International Certificate of Education (AICE) of the same university, which they sit at the end of Form 12. These curriculum programmes are equivalent to the Portuguese programmes of study.

### **5.2.4. CLICClubs**

*CLICClubs* operate after classes and consist of various extra-curricular activities. These activities are aimed at promoting self-fulfilment and social interaction through personal and civic development. The activities provide a balance of physical and intellectual development through a variety of enjoyable, non-curricular activities. They aim for creative and educational use of students' free time, enabling them to develop beyond regular class hours.

As this is a complex area in terms of organisation, the following rules must be followed:

**5.2.4.1.** Information about the activities available is given in each academic year.

**5.2.4.2.** The enrolment in a CLICClub activity requires attendance for a period of at least three months, after which an alteration of activities is possible. This can only be done at the beginning of each term, with a minimum of three days' notice.

**5.2.4.3.** Students who wish to remain on the school grounds (at CLIC) every day after regular classes must enrol in a minimum of two CLICClub activities.

**5.2.4.4.** Students who remain on school grounds after regular class hours are not covered by the school insurance in the event of any accident occurring.

### **5.2.5. School Office**

The school office is open to the public from 8h45 to 18h30 and provides services for pedagogical, administrative and financial matters. Alterations may be made to the opening times during school holidays; these will be clearly displayed at the appropriate time.

### **5.3. School Location**

As CLIC is located close to the centre of Marinha Grande, where there is a high density of traffic and with a limited amount of circulation space within the grounds, the following rules must be observed:

**5.3.1.** On arrival, drivers must indicate clearly that they intend to turn into the entrance of CLIC.

**5.3.2.** Driving within the grounds should be at a very moderate speed (not exceeding 10 km per hour).

**5.3.3.** All vehicles must keep to the right inside the grounds, and follow the roundabout. Parking is only permitted in the areas that have been designed for this purpose.

**5.3.4.** The school bus and mini-van have priority over other vehicles.

**5.3.5.** The following vehicles only may enter the school grounds:

- those of parents and guardians (transporting students or in order to deal with administrative matters)
- those of staff
- those of authorized suppliers
- those with legitimate business at the school

**5.3.6.** Any exception to this rule needs prior authorization.

### **5.4. School Premises and Facilities**

This covers the use not only of the school premises and grounds but also of the equipment it contains. Therefore, it is essential that everyone maintains all school property in good condition and follows the basic rules of hygiene and safety. CLIC possesses equipment for fire protection (in accordance with the regulation for this type of institution). This must only be used in appropriate circumstances, as misuse of the equipment is punishable.

Due to the large numbers of people that use the school premises, the following rules and procedures need to be established:

**5.4.1.** For the safety of students, it is forbidden for unknown persons to enter the school. Proper identification must be shown at the reception desk whenever requested.

**5.4.2.** Visitors that need to contact someone in the school should seek assistance at the School Office or Reception desk.

**5.4.3.** All students must follow the rules and regulations established by the Pedagogical Team in accordance with the Disciplinary Code for Learners (Appendix IV). Certain classrooms, such as the Physics/Chemistry Laboratories and the Computer Room have specific additional regulations and procedures affixed in them.

**5.4.4.** Loitering in the corridors and the entrances is not permitted.

#### **5.4.5. School Lockers Policy**

Lockers are assigned to students at the beginning of the academic year, according to the rules and conditions of use that follow.

**5.4.5.1** Students are responsible for assigned lockers and the contents. The locker is not to be used by anyone else. No sharing is permitted.

**5.4.5.2** The locker should be kept locked at all times. Students are cautioned against divulging locker combinations to other students. The school is not responsible for loss, theft or damage of material stored in student lockers.

**5.4.5.3** Each student is responsible for keeping his or her locker clean both inside and outside. Damage caused by misuse will be charged to the student responsible.

**5.4.5.4** Any locker malfunction should be reported to the office.

**5.4.5.5** Information about the cost of each locker will be given at the beginning of the academic year.

**5.4.5.6** Students are to use lockers exclusively to store school-related materials and authorized personal items (outer garments, footwear or grooming aids).

**5.4.5.7** Permission to use the locker may be terminated where a student does not comply with these school rules.

**5.4.5.8** It is mandatory that lockers are cleared by at least two days before the end of the academic year. After this date, all lockers will be opened and inspected. All items left in the locker will be discarded. It is the student's responsibility to return all books and school property before this date to avoid any charges.

**5.4.5.9** The school will not be responsible for any items left in student lockers.

**5.4.5.10** A copy of this policy regarding lockers shall be provided annually to each student and parent/ guardian of the student. As the lockers remain school property, random searches of lockers and their contents will be conducted. This has a positive impact on deterring violations of school rules and policies, ensures proper maintenance of school property, and provides greater safety and security for students and staff.

#### **5.5. Support Services**

CLIC has various support services, which complement the Pedagogical and Administrative services.

##### **5.5.1. Cleaning maintenance**

CLIC has a permanent cleaning and maintenance staff, which is responsible for maintaining hygiene in all areas of the school. If, in any situation, the presence of one of the cleaning staff is necessary, this should be communicated to the Office, which will be responsible for sending a member of the cleaning staff immediately.

### **5.5.2. Kitchen**

CLIC uses a catering company to prepare the meals, with menus submitted to the school in advance for approval. If it is necessary, slight alterations may be made to the set menus as well as changes made to the canteen's schedule. All the alterations should be communicated to the Office forty- eight hours in advance. The menus are planned and organised by the catering company and sent to parents and guardians.

### **5.5.3. Canteen**

The lunch hours are on display in the canteen. Canteen hours are to be respected by all. Students should follow the rules and regulations which are posted at the entrance of the canteen. During meals, the canteen is supervised by various staff members and teaching staff.

If a student that is on the lunch list is to miss his or her lunch for any reason, parents and guardians must inform the School Office with at least one day's notice, otherwise, the lunch cost will be charged.

Students up to Form 8 have school lunches. From Form 9 onwards they may opt to purchase school lunch or have lunch off the premises, provided they have parental authorisation.

## **Article 6**

### **Assessment of Students**

#### **6.1. Aims**

Assessing students is an integral part of educational practice which permits the systematic collection of information and the forming of conclusions in order to take appropriate decisions, taking into account the needs of both the student and the educational system.

Assessment is conducted with the following aims in mind:

- To encourage academic success in students;
- To evaluate skills and knowledge acquired;
- To promote the quality of the educational system.

Therefore, with the aim of stimulating students' academic success, assessment is systematic and continuous, so as to enable both teachers and parents to have an understanding of the student's development, and allowing also, where necessary, for the selecting of suitable educational methods and resources and curricular adaptations in order to meet student needs.

Assessment indicates whether a student has met the curricular learning objectives, gaining an insight into knowledge, skills and capabilities acquired by the student.

#### **6.2. Reporting Arrangements**

Reporting is the effective communication of significant and relevant information about the student's knowledge, understanding and achievements to those with the right to access

such information. Planning and assessment are intrinsically connected, since precise evaluation of a student's skills, knowledge and understanding allows the teacher to plan effectively and guide the student to the next stage in their learning.

At CLIC we report the progress of students in a number of ways, which are outlined below.

### **6.2.1. Curriculum Evening (Lower School)**

Lower School parents are invited to the school in September in order for teachers to provide specific information about the content of the curriculum for the academic year.

### **6.2.2. Open Door Policy**

At CLIC we have an 'open door policy' which means that members of staff are available to discuss student progress with parents, at a mutually convenient time, via appointment.

### **6.2.3. Monthly Reports**

At the end of each month a Student Progress Sheet is sent to parents/guardians order to provide qualitative information on their child's progress, except in months where the end of term report is produced.

The evaluation criteria are:

*Attainment, Effort, Participation, Behaviour and Homework Completion.*

There are five grading parameters:

*VP – Very Poor; P – Poor; S – Satisfactory; G – Good; EX – Excellent.*

### **6.2.4. Parents' Evenings**

Parents are formally invited into school twice per year. These Parents' Evenings are an opportunity for parents and teachers to discuss their child's progress and to identify areas for development, either academically, personally or socially.

### **6.2.5. Termly Reports**

The school produces a detailed report for each student, sent out to parents at the end of each term. This report includes information on the student's overall progress.

## **6.3. Lower School Assessment Policy (Preschool – Form 4)**

### **6.3.1. Reports**

Reports are an effective way of communicating relevant information on each student's knowledge, understanding and progress to those entitled to receive it.

### **6.3.2. Assessments**

The ability to obtain accurate assessment information about our pupils, to track their progress through their *Lower School* education and to provide a differentiated curriculum where appropriate, is a key feature of the assessment system in the *Lower School* at CLIC.



Assessment Criteria in the Lower School:

Each year is divided into three termly quantitative assessment periods with one test per term in each of the following subjects: Mathematics, Science/Topic, Estudo do Meio, Portuguese and English.

Further assessment is done on a continuous basis during each term.

Our Foundation Stage (Pré 1, 2 and Reception) is an overview of what a child has achieved, knows and can do. It is based on the Early Learning Goals and the curriculum guidance for the Foundation Stage. The programme develops over the academic year, starting in September and finishing in July.

The Early Learning Goals are as follows:

- Communication, Language and Literacy;
- Mathematical development;
- Knowledge and understanding of the world;
- Physical development;
- Creative development;
- Personal, Social and Emotional development;

#### **6.4. Middle School Assessment Policy (Forms 5-8)**

**6.4.1.** Assessment is reported using a letters system, following the British model, but accompanied by the percentage mark achieved:

- A\* ≥ 90%
- A ≥ 80%
- B ≥ 70%
- C ≥ 60%
- D ≥ 50%
- E ≥ 40%
- F ≥ 30%
- G ≥ 20%

**6.4.2.** Each year is divided into four quantitative assessment periods, with the following distribution and weighting:

- **Term 1** (includes at least 2 tests OR 1 test and project /assignment 1 worth 50% of the final mark, with the remaining 50% coming from continuous assessment);
- **Term 2** (includes at least 2 tests OR 1 test and project/assignment worth 50% of the final mark, with the remaining 50% coming from continuous assessment);
- **Term 3** (includes at least 2 tests OR 1 test + 1 project/ assignment, worth 50% of the final mark, with the remaining 50% coming from continuous assessment);
- **Final Internal Exam** in every subject except English in Form 8, where students take the final external IGCSE exam.

**6.4.3.** Continuous assessment consists of homework, classwork, projects and specific work, according to the nature of each subject.

**6.4.4.** The final mark for the year is calculated as follows:

$$CF=80\% CP (\text{weighted average}^1) + 20\% CE$$

Where

CF=Final mark

CP=Term marks

CE=Final internal exam mark

**6.4.5.** Passing requirements – the student will not pass the year in any of the following situations:

- Mathematics and English below D (50%);
- Mathematics and Portuguese below D (50%);
- Portuguese and English below D (50%);
- Any three subjects below D (50%).

At the end of each term there will be a meeting of all the subject teachers for each form, where student grades are confirmed and approved.

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<sup>1</sup> The mark for Term 1 is for 100% of the work done; the mark for Term 2 consists of 20% of the Term 1 mark and 80% relating to the work done in Term 2; the third (final) term mark consists of 20% of the Term 1 mark, 30% of the Term 2 mark and 50% relating to work done in Term 3.

Parents/guardians will be called for a meeting at school if there is cause for concern so that measures can be taken in good time to resolve the problem.

The external examination results are issued in early August; thus, in the case of Form 8, report card grades remain pending until the school receives the IGCSE grades and finalises the report card.

#### **6.4.6 Moving up a Year**

Teachers collect information which will include the results of tests, academic background, interpersonal skills, attitude and academic skills in order to determine if it is in the student's best interests to move up a year.

In addition to this, a psychological report on the student needs to be provided by a psychologist/pedi-psychiatrist/neuro-paediatrician indicating whether moving up a year would be advisable or not.

The final decision will be made by a team which includes the Head Teacher, the Coordinator and the Form Teacher.

### **6.5. Upper School Assessment Policy (Forms 9-12)**

#### **6.5.1. Form 9**

**6.5.1.1.** In Form 9, students already have to make some subject choices, since they are beginning a two-year course of study leading to IGCSE examinations (*International General Certificate of Secondary Education*).

At the end of Form 8, the Upper School Co-ordinator begins the process of advising students as to choices, taking into account individual preferences and abilities. In Form 9 students are given the opportunity to take Vocational and Academic Orientation Tests, carried out by an educational psychologist.

Internal assessment continues to be carried out in the same way as in the Middle School, with the grade accompanied by the respective percentage.

**6.5.1.2.** Each year is divided into four quantitative assessment periods, with the following distribution and weighting:

- **Term 1** (includes at least 2 tests OR 1 test and 1 project/assignment worth 50% of the final mark, with the remaining 50% coming from continuous assessment);

- **Term 2** (includes at least 2 tests OR 1 test and 1 project/assignment worth 50% of the final mark, with the remaining 50% coming from continuous assessment) ;

- **Term 3** (includes at least 2 tests OR 1 test + 1 project/assignment worth 50% of the final mark, with the remaining 50% coming from continuous assessment);

- **Final Exam** (Internal/external).

**6.5.1.3.** Continuous assessment consists of homework, classwork, projects and specific work, according to the nature of each subject.

**6.5.1.4.** The final mark for the year is calculated as follows:

$$CF=80\% \text{ CP (weighted average)} + 20\% \text{ CE}$$

Where

CF=Final mark

CP=Term marks

CE=Final internal/external exam mark

In Form 9, students take an external IGCSE exam (set and marked by *Cambridge International Examinations*) in Mathematics. Students also take the Prova Final de Português, código 91, do 3º Ciclo do Ensino Básico (Portuguese National Exam), as it is important that they are evaluated in Portuguese. All other subjects have a final internal exam.

Regarding the levels of exams taken, it should be noted that Mathematics has two levels at IGCSE: *Core* and *Extended*. The *Core* exam corresponds to the work covered in Form 9, while the *Extended* level corresponds to the work covered in Form 10.

As a result, in terms of assessment, there is a difference between the two levels of exams.

- *Core* – basic level, with a maximum possible grade of C;
- *Extended* – more advanced level, with a maximum possible grade of A\*

For the calculation of the final internal mark, the IGCSE *Core* exam will have the following correspondence:

C=90%

D=65%

E=40%

F=15%

G=5%

U=0%

**6.5.1.5.** The student will pass into Form 10 unless one of the following situations occurs:

- Mathematics and English below D (50%);
- Mathematics and Portuguese below D (50%);
- Portuguese and English below D (50%);
- Or any three subjects below D (50%).

The external examination results are issued in August; thus, report card grades remain pending until the school receives the IGCSE grades. The final report card is issued in September.

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2 The mark for Term 1 is for 100% of the work done; the mark for Term 2 consists of 20% of the Term 1 mark and 80% relating to the work done in Term 2; the third (final) term mark consists of 20% of the Term 1 mark, 30% of the Term 2 mark and 50% relating to work done in Term 3.

## **6.5.2. Form 10**

**6.5.2.1.** In Form 10, students are allowed to drop one of their subjects, taking into account possible future university plans and respecting the necessary criteria for obtaining the ICE Diploma (*International Certificate of Education*).

There are four assessment periods in the year as follows:

- **Term 1** (includes at least 2 tests OR 1 test and project worth 50% of the final mark, with the remaining 50% coming from continuous assessment);
- **Term 2** (includes at least 2 tests OR 1 test and project worth 50% of the final mark, with the remaining 50% coming from continuous assessment) ;
- **Term 3** (includes at least 1 test worth 50% of the final mark, with the remaining 50% coming from past IGCSE papers done as preparation for the external exams as well as classwork/homework);

(If the school calendar does not permit setting tests during the 3rd period, the Cambridge Past Papers will count for 100% of term 3 grade.)

- Final examination (external or internal).

**6.5.2.2.** The final mark for the year is calculated as follows:

$$CF = 70\% CP(\text{weighted average 3}) + 30\% CE$$

Where

CF=Final mark

CP=Term marks

CE=Final external/internal exam mark

**6.5.2.3.** The IGCSE (external) exams, leading to the ICE Diploma (*International Certificate of Education*), occur at the end of the academic year, in May and early June. During the exam period, students have study leave to prepare, but may consult teachers at any time to review problem areas or to hand in the compulsory past papers that form part of the Term 3 grade.

**6.5.2.4.** Students take a minimum of seven external exams, at least one in each of the five subject areas, in order to qualify for the ICE Diploma. In exceptional circumstances, the IGCSE exam may be substituted by an internal exam; students are, however, always encouraged to sit the external exam.

The curriculum delivered is always Extended level (except in those subjects where no distinction is made); teachers will, however, advise students individually as to the best choice of level of exam to sit.

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3 The mark for Term 1 is for 100% of the work done; the mark for Term 2 consists of 20% of the Term 1 mark and 80% relating to the work done in Term 2; the third (final) term mark consists of 35% of the Term 1 mark, 35% of the Term 2 mark and 30% relating to work done in Term 3.

**6.5.2.5.** The external examination results are issued in early August; thus, report card grades remain pending until the school receives the IGCSE grades and finalises the report card.

**6.5.2.6.** The ICE Diploma is awarded at three levels, according to achievement:

- *Distinction* (five subjects at grade A and two at C or above);
- *Merit* (five subjects at grade C or above and two at F or above);
- *Pass* (seven subjects at grade G or above).

**6.5.2.7.** The criteria for passing from Form 10 to Form 11 are identical to the requirements for passing from Form 9 to Form 10 (*vd. Supra*).

### **6.5.3. IGCSE Prerequisites for Form 11**

In order to enroll in a subject at AS Level (Form 11), a minimum grade of D must previously be achieved in that subject at IGCSE.

If a student has not achieved the minimum grade necessary at IGCSE, s/he may enroll in that subject conditionally in Form 11, but the exam must be repeated in the October/November external examinations session to meet the requirements for the AICE programme. If the required grade is still not achieved, the student will be advised to drop this subject and choose another one.

In the case of students who wish to go on to Higher Education in the UK, it is essential that they achieve at least a C grade in English and Mathematics at IGCSE Level, regardless of the course they intend to take.

### **6.5.4. Forms 11 and 12**

**6.5.4.1.** In Forms 11 and 12, students begin the programmes of study leading to the AICE Diploma (Advanced International Certificate of Education) in order to be able to proceed to Higher Education.

To meet the requirements of the Diploma, students must enroll in at least seven credits, with the subject of *Global Perspectives and Research* being compulsory. The remaining six credits are chosen from the following subject groups:

- Languages;
- Arts and Humanities;
- Mathematics and Sciences.

**N.B. At least one credit must be chosen from each subject group.**

The remaining credits may be chosen according to the Higher Education course the student intends to take. The CLIC Pedagogical Team guides students on subject choices, as well as regarding the subject and Provas Específica (National Exams) requirements of specific university courses, both in Portugal and abroad.

**6.5.4.2.** CLIC may make slight alterations to the subjects offered at AS and A Levels according to circumstances.

**6.5.4.3.** The AICE programme is credit-based, so a student will only pass Form 12 if s/he achieves at least seven credits, including the compulsory subject *Global Perspectives and Research* as well as at least one from each subject group. Each AS subject is worth one credit, while A Level subjects, which go into greater depth and are more demanding academically, are worth two credits.

Therefore, a student may choose between taking six AS subjects (six credits) or three A Level subjects (also worth six credits) or any combination of the two, while the seventh credit must be *Global Perspectives and Research*. For Higher Education in Portugal AS Level is sufficient.

Students must enrol in enough subjects to obtain the necessary credits to complete the AICE Diploma, having at least 30 lessons per week in Form 11.

AS Level exams in curricular subjects may only be taken from the exam period of October/November of Form 12 onwards. Any alteration to this timing may only be done with the authorisation of the Pedagogical Team.

### **6.5.5. Assessment Policy in Form 11**

**6.5.5.1.** Each year is divided into four quantitative assessment periods, with the following distribution and weighting:

- **Term 1** (includes at least 2 tests worth 50% of the final mark, with the remaining 50% coming from continuous assessment);

- **Term 2** (includes at least 2 tests worth 50% of the final mark, with the remaining 50% coming from continuous assessment) ;

- **Term 3** (includes at least 2 tests OR 1 test + 1 project/assignment worth 50% of the final mark, with the remaining 50% coming from continuous assessment) ;

(If the school calendar does not permit setting tests during the 3rd period, the Cambridge Past Papers will count for 100% of term 3 grade.)

- **Final Internal Exam.**

**6.5.5.2.** The final mark for the year is calculated as follows:

CF= 70% CP (weighted average<sup>4</sup>) + 30% CE:

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4 The mark for Term 1 is for 100% of the work done; the mark for Term 2 consists of 20% of the Term 1 mark and 80% relating to the work done in Term 2; the third (final) term mark consists of 20% of the Term 1 mark, 30% of the Term 2 mark and 50% relating to work done in Term 3.

where

CF= Final Mark  
CP= Term marks  
CE= Exam mark

**6.5.5.3.** The assessment is given in letters, in accordance with the UK system, and in particular with CIE criteria (*Cambridge International Exams*). Each letter grade is accompanied by the respective percentage, in order to meet the requirements of the Portuguese Ministry of Education. At this stage, the letter grades correspond to the following percentages, as regards internal results:

- A ≥ 90%
- B ≥ 80%
- C ≥ 70%
- D ≥ 60%
- E ≥ 50%
- F ≥ 40%
- G ≤ 40%

**6.5.6.** Requirements for passing from Form 11 to Form 12

The student will pass into Form 12 as long as s/he does not have three subjects with grades below E (50%). An A Level counts as two subjects.

**6.5.7.** Assessment Policy in Form 12

**6.5.7.1.** In order to complete secondary education, a student must obtain the AICE Diploma, which means achieving pass grades in seven credits in the external exams.

**6.5.7.2.** Internal assessment is carried out at three stages during the academic year:

- **Term 1** (includes at least 2 tests worth 50% of the final mark, with the remaining 50% coming from continuous assessment);

- **Term 2** (includes at least 2 tests worth 50% of the final mark, with the remaining 50% coming from continuous assessment);

- **Term 3** (includes at least 1 test worth 50% of the final mark, with the remaining 50% coming from past papers done as preparation for the exams as well as classwork/homework );

**6.5.7.3.** The final mark for the year is calculated as follows:

CF= 100% CP (weighted average<sup>5</sup>)

where

CF= Final mark  
CP= Term marks

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5 The mark for Term 1 is for 100% of the work done; the mark for Term 2 consists of 20% of the Term 1 mark and 80% relating to the work done in Term 2; the third (final) term mark consists of 35% of the Term 1 mark, 35% of the Term 2 mark and 30% relating to work done in Term 3.



### **6.5.8. Higher Education Entry**

**6.5.8.1.** The process for entry to Higher Education is as follows:

- As soon as the term has ended and final internal grades have been issued, students complete a Ministry of Education Form (modelo 1098), which is supplied by CLIC together with a certificate from CLIC, confirming that the student has passed internally in Form 12, in order to request equivalence to 12<sup>o</sup> ano from DGIDC (Direcção Geral de Inovação e Desenvolvimento Curricular). The school delivers these documents to DGIDC in order to begin the equivalence process.

- At the beginning of August, as soon as the AICE exam results are divulged, the results are delivered by hand to DGIDC in order to finalise the equivalence process, as outlined in Portaria nº 779/98 of 16 September.

- As soon as this is completed, the equivalence document is given to students so they can finalise their application for Higher Education in the CAE of their area of residence. CAE sends the results to the National Commission for Higher Education Entry (CNAES), in order to give equivalence to national exams (provas específicas). Students from CLIC apply in the first phase, just as students from the national system.

**6.5.8.2.** Students from international schools have two possible ways of obtaining university placement:

- Via Article 20<sup>o</sup>A of Law Decree nº 296-A/98, of 25 September (updated annually in CNAES deliberations), which allows them direct access to institutions of Higher Education using the AICE Diploma as “provas específicas” (national university entry exams), the AICE exams taken.

- Via “provas específicas” taken at local secondary schools.

Each year, the number of universities, faculties and institutes of Higher Education which allow for direct entry via Article 20<sup>o</sup>A increases, as the list is regularly updated. The list may be viewed online via the Portuguese university access website.

If a particular course does not accept Article 20<sup>o</sup>A, the student will be required to take a national university entry exam, while maintaining the AICE result in terms of calculating the 12<sup>o</sup> ano average for university access.

### **6.5.9. Equivalence System**

**6.5.9.1.** There are two types of equivalence necessary for entry to Higher Education: the first refers to the final grade for 12<sup>o</sup> ano and the second refers to the grade in the subject being considered as the national university entry exam.

To obtain the first equivalence, with regard to AICE exams, CIE counts the six best results obtained in the exams plus GLP in order to reach an overall mark. This mark is from 140 marks (the minimum result, which is equivalent to 10 marks in the scale from 0 to 20) to 420 marks (the maximum result, which is equivalent to 20 on the scale from 0 to 20). According to the Ministry of Education, the exact value of each mark is as follows:

## AICE DIPLOMA

### Classification of Results

<b>AICE</b>	<b>SVP</b>
<i>Advanced International Certificate of Education</i>	<i>Sistema Vigesimal Português</i>
140	10,00
150	10,36
160	10,71
170	11,07
180	11,43
190	11,79
200	12,14
210	12,50
220	12,86
230	13,21
240	13,57
250	13,93
260	14,29
270	14,64
280	15,00
290	15,36
300	15,71
310	16,07
320	16,43
330	16,79
340	17,14
350	17,50
360	17,86
370	18,21
380	18,57
390	18,93
400	19,29
410	19,64
420	20,00

**6.5.9.2.** The National Commission for Higher Education Entry (Comissão Nacional de Acesso ao Ensino Superior – CNAES) determines, depending on the university course chosen, which subject will be considered as equivalent to the national university entry exam (Prova Específica). The letter grade is then converted into a number from 0 to 20 as follows:

- A – 19,4
- B – 17,3
- C – 15,2
- D – 13,1
- E – 11

## **6.6 Honour Roll**

In order to distinguish academic excellence, students from Form 3 to Form 12 may be recognised on the Honour Roll, according to the following parameters:

- from Form 3 to Form 4, students must achieve an overall average of at least 90%;
- from Form 5 to Form 8, students must achieve an overall average of at least 85%;
- from Form 9 to Form 12, students must achieve an overall average of at least 80%.

## **Article 7**

### **Discipline and Procedures**

In order to be successful, a school must foster a sense of responsibility on the part of each student, as a key element of the educational community.

#### **7.1. Attendance and Punctuality**

Students, and parents or guardians of students who are minors, are responsible for ensuring that the duty of compulsory school attendance is met, by ensuring attendance and punctuality to lessons.

**7.1.1.** Students must be punctual.

**7.1.2.** School begins at 9.00am.

**7.1.3.** Registration takes place at the beginning of both the morning and afternoon teaching sessions.

#### **7.2. Absences**

**7.2.1.** Individual totals of absences will be recorded on the termly report of each student.

**7.2.2.** If a student arrives late (after Registration), s/he must report immediately to the entrance hall desk in order to be registered as present. Middle and Upper School students must request a late slip from the Reception Desk to justify their late arrival, which is then handed in to their subject teacher.

**7.2.3.** Students arriving late repeatedly will be reported by the Form Teacher to the relevant School Co-ordinator so that appropriate action may be taken.

**7.2.4.** If a student is late or needs to leave school early, formal authorisation must be given in the form of a written note signed by the parent/guardian.

**7.2.5.** No unauthorised absence (truancy) from lessons is allowed. In such cases, the Co-ordinator will be informed and appropriate disciplinary action taken.

**7.2.6.** If a student does not attend a lesson or other compulsory school activity, it will be recorded as an unauthorised absence. Late arrival to a lesson will be recorded as a late (L). If a student comes to a lesson without the necessary equipment, it will be recorded as

lack of material (M). If a student comes to a lesson without having done the homework, it will be recorded as absence of homework (HW). Serious misdemeanours in the class will be recorded as D (discipline).

**7.2.7.** Unauthorised absences will be considered to be those where no authorisation has been given, those where the authorisation has been given too late or not been accepted by the Form Teacher, as well as those resulting from being removed from class due to poor behaviour.

**7.2.8.** Written authorisation of absence, indicating the day to which the authorisation relates and the reason for absence, must be given to the Form Teacher by the fifth day after the absence. Absences of more than five days due to illness must be justified by a doctor's note within five days of the first day of school missed.

**7.2.9.** Absences will be authorised for the following reasons:

- Illness
- Quarantine declared by a competent health authority.
- Family bereavement
- Birth of a sibling – during the birth and for the following day
- Outpatient treatment which cannot be performed at another time
- Looking after a family member who is ill, where this cannot be done by another person
- Attendance at a service of the religion practised by the student
- Participation in sporting events, cultural events or related activities, as laid down by law
- Carrying out legal duties
- Other factors which prevents attendance at school, as long as it is proved to be beyond the control of the student and as such authorised by the Form Teacher or School Co-ordinator.

### **7.3. Uniform**

**7.3.1.** Students must be familiarised with the rules that follow. The wearing of school uniform is compulsory, including on school trips (unless otherwise indicated). It is supplied exclusively by the school and may be acquired from the School Office. Students must wear the full school uniform and each item of uniform should be labelled with the student's name. The following table provides a description of the Summer and Winter uniforms and is sent to parents at the beginning of the academic year.

	<b>SUMMER UNIFORM</b>	<b>WINTER UNIFORM</b>
Uniform Days	<ul style="list-style-type: none"> <li>• polo shirt OR white short-sleeved shirt and school tie (on tie day)</li> <li>• trousers, shorts or skirt</li> <li>• black, blue or brown shoes</li> </ul>	<ul style="list-style-type: none"> <li>• Polo shirt OR white long-sleeved shirt and school tie (on tie day)</li> <li>• Jumper</li> <li>• Trousers or skirt</li> <li>• Black, blue or brown shoes</li> </ul>
PE Days	<ul style="list-style-type: none"> <li>• T-shirt</li> <li>• shorts or tracksuit</li> <li>• training shoes</li> </ul>	<ul style="list-style-type: none"> <li>• T-shirt</li> <li>• Tracksuit</li> <li>• training shoes</li> </ul>
Formal occasions	Full summer uniform + tie (not polo shirt)	Full winter uniform + tie (not polo shirt)

**7.3.2.** PE kit may only be worn on PE days. Form 11 and 12 students may wear PE kit on Fridays.

**7.3.3.** The Winter uniform applies from after Autumn Half Term. Winter coats worn should be dark blue to match the school uniform.

**7.3.4.** Thursday is “tie day”, on which students must wear a shirt and tie.

**7.3.5.** Students should be clean and tidy in appearance (with shirts tucked into trousers). Hair must be tidy and beards clean-shaven. Use of jewellery should be kept to a minimum.

**7.3.5.** At the beginning of and throughout the academic year, the uniform rules will be reinforced in school assemblies, and uniform checks will take place both in and out of classrooms. If on occasion a domestic problem means that the correct uniform is not available, other uniform should be worn (or at least school colours) and a written statement should be completed which should be retained by the Form Teacher, to ensure that this does not become persistent or habitual.

**7.3.6. Lower School**

Students will be reminded about correct school uniform and a note will be written in the homework diary in the case of any student not wearing the correct uniform. Parents of students that frequently come to school without the correct uniform will be contacted to discuss the problem.

**7.3.7. Middle/ Upper School**

If a student does not wear the correct uniform, s/he will receive a verbal warning and the Form Teacher will make a note of this in the Livro de Ponto and in the student’s file. Should this be repeated, the Form Teacher will inform parents in writing (see Appendix) and the student will have a detention. If the student persistently disregards the uniform policy, the parents will be informed and new items of uniform will be charged to the student’s monthly bill, as appropriate.

**7.3.8.** It is vital that parents support the school in the implementation of this policy and all others so that each child learns to respect the regulations of the community that they are part of. Better behaviour leads to better learning and is a fundamental part of ‘Learning to Learn’.

## **7.4. Health and Safety Policy**

**7.4.1** All teachers, staff and students must follow the safety and health procedures of the school, whether they are on or off the premises.

**7.4.2.** All staff and students are responsible individually for safety. The school expects that all students will co-operate with the overall effort to implement preventive and protective measures to ensure their health, safety and well-being. All students should take care to ensure their own safety and not put others at risk by their actions. Students must not behave in a negligent or irresponsible way that might compromise the school's preventive and protective rules. Students must not intentionally destroy or use inappropriately any school equipment. Any damage or situations where there is risk of injury must be reported to the relevant teacher.

**7.4.3.** All teachers, staff and students will receive appropriate training, information and supervision regarding the school's Health and Safety Policy.

**7.4.4.** CLIC recognises that any Health and Safety Policy can only be successful if it actively involves all members of the school community.

**7.4.5** Other guidelines regarding safety:

- Students may not run inside the school building.

- No student may leave the school premises, for whatever reason, unless the school has been informed. *Upper School* students may leave the school during break and lunch time if a written permission form has been signed by the parent/guardian and handed in to the *Upper School Co-ordinator*. When leaving the school, they must hand in their student card (which indicates that they have permission to leave the premises) at the entrance hall desk and collect it again on their return. If a student has a permission note from the parent/guardian, it may only be used for that day. Forms 10, 11 and 12 students are allowed to use this privilege to leave school during their study periods.

- *Lower School* and *Middle School* students may only leave school accompanied by their parent/guardian or other authorised person.

- At break and lunch time, students may only remain in classrooms or corridors if supervised by a member of staff.

- Students must always use the main school entrance when arriving at and leaving school. At break and lunch time, they should be in the playground or outside covered area.

**7.4.6.** It is expressly forbidden to bring to school any illicit object which might cause damage or injury.

**7.4.7.** In case of emergency, real or simulated, students must follow the safety rules given and/or instructions from teachers and other members of staff of the school.

**7.4.8.** Students that use school transport must respect the rules of use which are affixed inside the buses.

**7.4.9.** Students must be responsible for their own acts, both inside and outside the classroom, and whether in the presence of a member of staff or not.

## **7.5. Evacuation Procedure**

The school population is, by its nature, more vulnerable, given the age ranges that it covers. As a result, the teaching and auxiliary staff, civil protection and fire brigade need to be responsible for protecting the welfare of the students and safeguarding their security.

Preparing for an emergency situation means knowing how to act in the face of an accident situation, which is both very important and a great responsibility. Therefore, the safety procedures are as follows:

**7.5.1.** The fire alarm (the school alarm) and whistles will be used to signal the emergency evacuation of the school premises. The alarm and whistles will sound continuously.

**7.5.2.** If a student comes across a fire s/he should inform the nearest member of staff immediately.

**7.5.3.** The students should leave classrooms quietly and without rushing or panicking.

**7.5.4.** All belongings must be left in the classrooms.

**7.5.5.** The teachers will close doors after the students have evacuated.

**7.5.6.** All students must leave the building by the nearest exit, indicated by the teacher, and should assemble on the basketball court.

**7.5.7.** Members of staff will check washrooms to ensure everyone has been evacuated.

**7.5.8.** A member of staff from the school office will take the class registers and the key to the gate.

**7.5.9.** Form Teachers will check the registers and inform the Co-ordinator of any students who are unaccounted for.

**7.5.10.** The Co-ordinators will communicate this information to the Head Teacher, who will then take appropriate action.

**7.5.11.** Students must stay with their form until the teacher takes them back to the classroom.

## **7.6. School Discipline Policy**

### **7.6.1. Purpose**

This policy is a framework for the management of student behaviour and the enhancement of positive relations in the school.

Our school is committed to a positive approach to behaviour which will foster a school climate in which personal responsibility, self discipline, self esteem and self evaluation are promoted.

### **7.6.2. Aims**

To develop a happy, secure and rewarding place for all members of the school community - students, staff and parents - by reinforcing:

- the right to be safe;
- the right to work and play without interference;
- the right to be treated with respect;
- values, standards and rules which reflect these rights.

### **7.6.3. General Expectations**

#### **7.6.3.1. The School Community will:**

- give positive reinforcement using systems of rewards;
- develop pride in the school;
- develop respect and understanding of differences;
- encourage sharing, tolerance and compassion;
- encourage positive relationships;
- enhance and encourage home/school partnerships;
- be actively involved with students, assisting those with problems;
- be consistent and fair in applying school rules;
- set a good example in manners, behaviour and appearance at school and on school trips;
- encourage awareness and understanding of the school rules and consequences;
- encourage responsible play within the playground;
- develop a team approach to handle individual problems;
- take into account acknowledged disabilities.

#### **7.6.3.2. Classroom teachers will:**

- develop a positive behaviour management plan for their own classrooms including rules, rewards and consequences;
- conduct a meeting to inform the students of the classroom discipline procedures;
- develop with students rules that are specific and easily understood;
- determine positive consequences for appropriate behaviour - individual and group;
- develop standardized routines;
- have a flexible, yet structured classroom;
- be organised and well-prepared for lessons;
- strive to make lessons interesting, varied and appropriate;
- recognize and quickly respond to appropriate or inappropriate behaviour;
- teach responsible behaviour;
- never leave students unsupervised;
- move around the room;
- seek solutions, not blame;
- be consistent;
- connect with students and build strong personal bonds with them;
- keep parents informed of appropriate and inappropriate behaviours via the Homework Diary, email or telephone;
- ensure that students are supervised during intervals;



- promptly notify parents of serious or repeated misdemeanours;
- discuss students who need an individualised Behaviour Contract with Co-ordinator and if necessary Head Teacher.

**7.6.3.3. Form Teachers will:**

- be responsible for the pastoral care of students in their class;
- be responsible for carrying out morning and afternoon registers of student attendance;
- contact parent/guardian in the case of persistent late arrival to school by a student;
- take appropriate action when a student does not wear the correct school uniform;
- determine negative consequences for non-compliance - proceeding from mild penalties to removal from the room into another supervised room;
- make the first consequence be a reminder rather than a sanction;
- promote a spirit of co-operation and support among members of the class;
- call meetings with parents/guardians when necessary.

**7.6.3.4. The Pedagogical Team will:**

- check Behaviour Contracts;
- support teachers in their consequences, especially removal from room;
- administer internal suspensions.

**7.6.3.5. All staff will:**

- provide a well supervised playground;
- ensure accidents are fully documented in the School Office;
- always treat students with respect and preserve their dignity;
- always do what is in the students' best interests;
- model tolerant, patient, dignified and respectful behaviour;
- use restorative practices where appropriate;
- document all serious misdemeanours in homework diary and pass to Form teachers in order to file a copy-

**7.6.3.6. Students will:**

- comply with instructions and the general rules of CLIC as outlined in the School Internal Handbook;
- wear the correct school uniform whenever at school or on a school activity;
- behave responsibly and not endanger the safety and welfare of others;
- respect and care for the property of the School and others;
- maintain sound relations with others, be courteous and respect the dignity of other persons;
- be punctual and observe the timekeeping practices of the School;
- demonstrate a positive attitude towards learning and be reasonably diligent in their learning efforts;
- behave honestly and conduct themselves with integrity.

#### **7.6.3.7. Parents/guardians will:**

- be aware of and respect the School Internal Handbook;
- ensure students arrive on time to school or other school-related activity;
- ensure that they keep the school informed of any changes in their contact details;
- communicate to the school any relevant information which might affect the student's learning;
- provide a suitable environment for students to study at home;
- support and encourage student learning;
- be aware of and sign all notes and student tests sent home by the school;
- maintain regular home/school communication;
- inform the school in advance regarding any planned student absence;
- not enter the Middle School / Upper School area without authorization;
- be aware that ANY contact with CLIC students during the normal school day, is strictly forbidden unless authorized by staff or parents;
- account for all student absences.

#### **7.6.4. Discipline Sanctions**

**7.6.4.1.** Student behaviour which contravenes the school code of conduct by not following the rules, disturbs the orderly running of school activities or relationships within the school community and therefore must be dealt with. The use of disciplinary sanctions is allowed in accordance with Law Decree N<sup>o</sup> 30/2002, of 20 December.

**7.6.4.2.** CLIC treats its students in the same way as any other school which is responsible for children and young people. Young people need to understand the limits and have well-defined guidelines of behaviour in order to grow and develop. This is the philosophy which underpins the Disciplinary Code for Learners (Appendix IV). It constitutes the expectations of behaviour of the students, which are considered rules to be followed, and is based on human and individual rights. It also contains the maximum disciplinary sanctions that will be applied in each instance of student misconduct.

**7.6.4.3.** Discipline misconduct is when a student's behaviour is offensive and disturbs the normal functioning of school activities, whether inside or outside the classroom. Misconduct may be categorised as minor, serious and very serious.

**7.6.4.4.** Minor offences are those which occur as part of day to day conflicts and disturb school relationships, such as: lack of punctuality; not wearing the correct uniform; disturbing other student's studies; not listening to staff instructions.

**7.6.4.5.** Serious offences are those which go beyond day to day conflicts and disturb the regular functioning of school activities, such as: unauthorised absence from school; damage to school property or that of others in the school; lack of respect to others; minor physical aggression towards any member of the school community.

**7.6.4.6.** Very serious offences are those which have a negative impact on the rules and functioning of the school, such as: vandalism of school property or that belonging to any member of the school community, committed violently or which results in serious damage; violation of the duty to respect others in the form of insults, defamation or slander; physical aggression towards any member of the school community done deliberately and causing physical injury.

**7.6.4.7.** The application of disciplinary sanctions will not exempt the student and the parent/guardian from civil responsibility for any damage caused.

**7.6.4.8.** By law, disciplinary measures vary according to the seriousness of the misconduct, the circumstances in which it occurred, the degree of guilt, maturity and the student's personal, family and social background.

## **Article 8**

### **Responsibilities of Parents/Guardians**

- 8.1.** Follow with interest the student's education.
- 8.2.** Take responsibility, on enrollment at this school, for the student's educational process and collaborate fully in order for it to be fulfilled.
- 8.3.** Take responsibility for ensuring school attendance and participation in all school activities.
- 8.4.** Contribute fully to help ensure integration into the school.
- 8.5.** Participate in the student's assessment procedure by attending Parents' Evenings.
- 8.6.** Encourage the physical, intellectual and moral development of the student.
- 8.7.** Ensure that the student enjoys his/her rights and fulfils his/her responsibilities, especially regarding punctuality and the maintenance of discipline and harmony within the educational community.
- 8.8.** Co-operate with teachers in the carrying out of their pedagogical duties, whenever requested to do so.
- 8.9.** Participate actively in the educational community in carrying out other responsibilities, in particular keeping informed and maintaining the school informed of all information that may be relevant to the student's educational process.
- 8.10.** Check regularly the student's exercise books and Homework Diary in order to be aware of the work being done in each subject, as well as to see any notes sent by the school or teachers.
- 8.11.** Contribute to the maintenance of security and physical and moral well-being of all those that participate in the life of the school.
- 8.12.** Keep the student tidily presented and always wearing the proper uniform, correctly labelled.
- 8.13.** Be familiarised with and follow this Internal Handbook.

## **Article 9**

### **School Calendar**

#### **9.1. Academic Year**

The academic year is divided into three terms, totalling between 175 and 180 school days.

#### **9.2. Timetable**

**9.2.1.** The school opens at 8.00am and closes at 6.00pm from Monday to Friday, except on local or national holidays.

**9.2.2.** The teaching day is as follows for the *Middle and Upper Schools*:

<b>Form</b>	<b>Drop-off/Arrival</b>	<b>Pick-up/Departure</b>
Form 5	8:40-8:50	4:00-4:10
Form 6	8:40-8:50	4:00-4:10
Form 7	8:40-8:50	4:00-4:10
Form 8	8:50-9:00	4:10-4:20
Form 9	9:00-9:10	4:10-4:20
Form 10	9:00-9:10	4:25
Form 11/12	9:00-9:10	4:30

**9.2.3.** The *Lower School* has the following timetable from Reception to Form 4:

<b>Form</b>	<b>Drop-off/Arrival</b>	<b>Pick-up/Departure</b>
Form 4	8:50-9:00	4:20-4:30
Form 3	8:50-9:00	4:20-4:30
Form 2	8:50-9:00	4:20-4:30
Form 1	8:50-9:00	4:20-4:30
Reception	9:00-9:10	4:20-4:30
Pré 2	9:00-9:10	5:30-6:00
Pré 1	9:00-9:10	5:30-6.00

**9.2.4.** The Preschool timetable is from 8.00am to 6.00pm.

**9.2.5.** After school, students may only stay on the premises after 4.30pm if they are enrolled in CLIC Clubs.

### **9.3. School Events**

Information about school events is sent to parents at the appropriate time. All students from Reception upwards must attend the Christmas Carol Service and the Commencement ceremony. In addition, all parents and students should participate actively in all school events.

**9.3.1.** Festival of Lessons and Carols (Carol Service) – takes place the during week before the Christmas holidays in a local church;

**9.3.2.** Commencement – takes place at the end of the final term;

**9.3.3.** Assessment / Parents' Evenings

All students receive monthly progress reports and a written report at the end of each term, in which information relating to academic progress is given. At the end of the first and second terms, those reports which have not been collected from the School Office by the end of the first week of the school holidays will be sent home by post. At the end of the third term, all reports are sent by post.

In the first and third terms of the academic year, *Parent Consultation Evenings* take place, to enable parents to meet with teachers individually, to receive information about the academic progress of their child. In the *Lower School*, these meetings take place in classrooms, whereas in the *Middle* and *Upper School* they take place in the *Assembly Hall*, with parents being received by teachers in order of arrival.

### **9.3.4. School Trips**

Each form will participate in at least one full day trip per year. Details and permission forms are sent home in advance of each trip. Local visits may also take place in order to take advantage of events happening in the region.

In September, parents are asked to complete a permission form for local visits, covering the whole of the academic year. Nevertheless, information about each trip is sent home before the visit.

School uniform is to be worn on all school trips unless otherwise indicated.

**9.3.5.** Other events such as:

- Fundraising events;
- Arts Festival
- International Day;
- Assemblies;
- Book Fairs;
- Theatre/film productions;
- Mother's and Father's Day activities;
- Sporting activities;

## **Article 10**

## **Administrative and Financial Rules**

### **10.1. Enrolment**

#### **10.1.1. Pre-Registration**

Pre-registration at CLIC for the next school year can be done at any time. Pre-registration does not automatically confer the right to admission. The student interview and/or the student's academic history are also assessed before admission is granted.

#### **10.1.2. Enrolments**

The definitive enrolment for a new school year should be made in advance during the previous academic year.

#### **10.1.3. Current Students**

All students whose bills are paid up to date may renew their enrollment in the following school year.

### **10.2. Fees**

#### **10.2.1. Payment - Normal Conditions**

Monthly payment should be made by the 8<sup>th</sup> day of the month to which the payment refers.

Fees for term payments must take place as follows:

- 1<sup>st</sup> term – by September 8th
- 2<sup>nd</sup> term – by December 8th
- 3<sup>rd</sup> term – by April 8th.

When the 8<sup>th</sup> is not a working day, the payment date is the next working day. For current students who are continuing in the following year, the enrolment fee will be debited in June, together with the final monthly payment of the year.

If fees are paid in one annual amount, the payment should be made by September 8<sup>th</sup>, in order to benefit from the corresponding financial discount.

#### **10.2.2. Late Payments**

A 5% surcharge will be applied to all payments made after the due date, plus interest of 1% for each late month. CLIC reserves the right to exclude from enrolment any student whose school fees and other contracted services are not paid or are habitually late.

#### **10.2.3. Leavers/Absentees**

The Educational Guardian is responsible for the full payment of fees for 3 upcoming months after dropout of the academic year in which student is registered. Drop-outs from CLICCLUBS must be communicated to the school in writing one month in advance before

8th.

Failure to do so, obliges payment of full. Under no circumstances, there will be no discounts for absentees from the school or for absences at any extra services contracted. enrolled.

#### **10.2.4. After school hours attendance**

Only students that are enrolled in after school activities may stay after 4.30pm. At the end of each day's classes, students may remain on the premises until 4.30pm to be picked up. After this time, they must be enrolled in supervised activities such as CLIC Clubs or Study Hall, allowing them to remain in school until 6.00pm, with maximum tolerance until 6.30pm.

Students that remain in school repeatedly after school hours without enrolling in any CLIC Club will be invoiced an amount equivalent to Study Hall.

In the case of students that remain in school after 6.30pm, an extra charge of €5 will apply for the first 30 minutes, and €10 for equivalent subsequent periods.

#### **10.2.5. Exercise books and Textbooks**

In Lower School and Middle School, all textbooks are supplied by the school and must be returned at the end of the academic year. If they are not returned, or are returned in poor condition, parents will be invoiced for the cost of replacement.

From Form 9 to Form 12, textbooks are purchased through the school. Parents will be invoiced after students have received and signed for the textbooks they require.

#### **10.2.6. School Insurance**

Student accident insurance is compulsory and is paid for at time of enrolment. No student may attend school until the insurance for that academic year has been paid.

#### **10.2.7. Damage**

The repair of any wilful damage to school property will be paid for by those responsible for the damage.

#### **10.2.8. Compulsory and Optional Fees**

##### **Compulsory Fees**

- Enrolment
- Monthly Fee
- Insurance
- Uniform
- Meals (LS/MS)
- Textbooks (US)
- Exams (F8-F12)

##### **Optional Fees**

- Transports
- Meals (US)
- ClicCLUBS

*Note: The Administrative and Financial Rules for each school year are provided to parents/guardians before the start of each academic year.*

### **Article 11**



## **Student Council Regulations**

### **11.1. Introduction**

The Student Council of Colégio Luso-Internacional do Centro, hereafter referred to as SC, is the representative body for students, with the aim of developing a dynamic relationship between students, parents and school. With the principles of autonomy, community and commitment, the SC represents and promotes the interests of CLIC students. The SC also contributes to the balance between the various components of the school-- academic, social, cultural and sporting, through the enrichment of educational experiences.

### **11.2. Principles**

There are three fundamental principles which guide SC activities, as follows:

- Democracy – members are elected in a democratic voting session;
- Companionship – the SC is a friendly association in which all members are respected equally;
- Respect– the planning and organisation of all SC activities is guided by respect for others.

### **11.3. Objectives of the Student Council**

- Represent student interests;
- Mobilise and encourage students to participate actively in school activities;
- Co-ordinate SC activities in accordance with Internal Regulations;
- Encourage opportunities for cultural and social learning;
- Encourage school and inter-school sporting events;
- Collaborate with Student Councils from other schools.

### **11.4. Membership**

All elected students are members of the SC, unless they refuse in writing, to participate (signed by the parent/guardian) or lose this privilege for disciplinary reasons. Members may be substituted as form representatives if they are absent without good reason from more than two meetings.

### **11.5. Rights of Student Council Members**

- Present problems, issues and suggestions to the School Pedagogical Team;
- Use school equipment (ex. computers and printers);
- Request a meeting (without being the usual monthly meeting). Written notice must be given to the School Pedagogical Team and the President at least a week in advance;
- SC members do not have to queue up for lunch. They may have lunch at any time during the lunch time period.

### **11.6. Responsibilities of members of the Student Council**

- Contribute honestly and efficiently to the running of the SC;
- Ensure the rules of the SC are followed, as well as any rules that have been agreed on, voted on and accepted;
- Carry out punctually and diligently, the tasks that have been delegated by the President of the SC;
- Ensure all aims are carried out;
- Meet monthly and whenever necessary;
- Set a good example to the rest of the student body.

### **11.7. President:**

#### **11.7.1. Responsibilities**

- Preside over the SC;
- Ensure all members of the SC carry out their functions;
- Collaborate with the Vice-President and Treasurer of the SC;
- Meet monthly (in the last week of the month) with the School Pedagogical Team, in order to discuss the planning, organisation and results of SC activities;
- Meet the members of the SC monthly (at lunch time) to organise activities.

### **11.8. Vice-President:**

#### **11.8.1. Responsibilities**

- Meet with the President, Treasurer and the School Assistant monthly (in the last week of the month);
- Support the President and the Treasurer;
- Carry out the functions of the President in the case of his/her absence or illness;
- Meet with the SC members monthly (at lunch time);

### **11.9. Treasurer:**

#### **11.9.1. Responsibilities**

- Meet the President and the Vice-President monthly (in the last week of the month);
- Meet with the School Pedagogical Team and the Financial Director of CLIC monthly;
- Ensure adequate and efficient management of SC funds;
- Meet with the members of the SC monthly (at lunch time) and raise financial issues
- Support the President and the Vice-President in all tasks;
- Hand in immediately any funds raised to the School Financial Director, who will deposit the funds in the SC account.

### **11.10. Election of Members**

**11.10.1.** The President, the Vice-President and the Treasurer carry out their duties until the new election for the SC at the beginning of the following academic year. Elections take place during the month of September; the Head Teacher will inform students as to the exact timing. Each class elects representatives by secret vote.

### **11.11. Calendar**

The SC must inform the School Assistant of proposed dates and details of all events and activities. The SC should aim to organise at least one event during the course of the academic year.

## **Article 12**

### **Final Remarks**

- 12.1.** This handbook does not substitute legal rulings relating to its content.
- 12.2.** Any omission will be substituted by the law in force.
- 12.3.** The infringement or non-compliance with the rules it contains will result in consequences for the infractor as stipulated by the law.
- 12.4.** This Internal Handbook may be the subject of alterations by the competent body.
- 12.5.** Alterations will come into effect once ratified.
- 12.6.** This Internal Handbook will come into effect once ratified.

# APPENDICES

**Appendix I**

**SPECIFIC LOWER SCHOOL RULES**

1. When the bell rings, students must proceed safely to line;
2. When the second bell rings, the students must stop talking and listen carefully to teachers in silence;
3. Move quietly to and from rooms. Walking in corridors is the appropriate method of movement;
4. Individual students and groups must use the doors allocated to them unless supervised by a staff member;
5. Active play is not permitted on steps, in doorways, halls and the lunchroom;
6. Students must proceed from the canteen to the playground in a calm and orderly manner;
7. Staff permission is required for students to be in corridors and classrooms;
8. Students must make sure they bring necessary clothing and equipment downstairs, as they will not be allowed upstairs at break or lunch time without supervision, for whatever reason (the staff on duty in the playground may not leave the students unattended);
9. Students may enter a classroom only when supervised by a staff member;
10. All community members and neighbours are to be treated with respect;
11. Students are to treat school and community property with respect;
12. All rubbish must be placed in correct containers;
13. Inappropriate throwing of objects (eg. sticks and stones) is dangerous and is unacceptable behaviour;
14. Electronic devices/games, mobile telephones, expensive toys, and dangerous objects are not permitted in the school grounds. (On Friday, Toy Day, students should be guided as to appropriate choices of toys to bring to school);
15. Chewing gum is not permitted;
16. Students must ask the teacher on duty to retrieve balls etc.;
17. Students are not to use toilets as play areas;
18. Running and chasing games are to be played in open areas;

19. Riding of bicycles is only permitted in the school ground during bicycle education sessions;
20. Students are encouraged to be careful of the plants when moving near the garden beds;
21. Tree climbing is not permitted;
22. Correct uniform must be worn at all times;
23. All school equipment must be identified with the student's name and school number, particularly uniform;
24. School hats must be worn on sunny days in order to play outside of covered area;
25. No play fighting.

Any student who has two or more serious discipline infractions will be excluded from participating in school trips. On the day of the school trip, the student will stay at CLIC and carry out such tasks as are assigned to him/her.

All discipline measures are recorded in the student's individual file.

**Appendix II**

**RULES OF CONDUCT IN MIDDLE AND UPPER SCHOOL**

**In class students are expected to:**

1. Be prepared:                    be sitting down;  
   have books ready;  
   bring all the materials necessary for the lesson.
2. Follow instructions.
3. Be respectful to others:    listen to each other – one voice at a time;  
   listen to the teacher;  
   Put your hand up and wait to answer.
4. Remain seated – ask if you need to leave your seat.
5. Concentrate in lessons:    copy down notes from blackboard;  
   ask relevant questions.
6. Obey presentation rules.

**In corridors students are expected to:**

1. Walk, not run;
2. Talk in quiet voices.

**General Expectations**

- Students are expected to behave with respect and courtesy towards other students and members of staff;
- Students must respect school property and other students' possessions;
- Chewing gum is not allowed in lessons;
- Jewellery must be kept to a minimum and removed for PE;
- Mobile phones are only allowed if kept switched off and stored away during the school day;
- Teachers may confiscate a student's mobile phone if it rings or is used during the school day;
- Students should deliver communications between school and home.

**Appendix III**

**RULES FOR PRESENTATION OF WORK**

1. Write in blue or black ink.
2. Write question numbers in margins, except in subjects taught in Portuguese.
3. All work must have a date and title.
4. Underline title.
5. Write the long date (e.g. 15 September 2021) unless the teacher indicates otherwise.
6. Write as neatly as possible – take pride in work done.
7. Cross out mistakes with a single line – NO CORRECTING FLUID
8. Check for mistakes:
  - Look up spelling in dictionary
  - Check punctuation
  - Check grammar



**Appendix IV**

**Disciplinary Code for Learners**

## Disciplinary Code For Learners

Teachers	T.B.D:	Record all offences in each student's discipline record for the Form Teacher to act upon. Lunch or Break detention can be given.
Form Teacher	F.B.D:	Verbal Warning Break/Lunch time Detention
	F.B.D:	1st Written Warning Break/Lunch time/After School Detention/Behaviour Contract + letter sent home to parents+ meeting with Form Teacher
Co-ordinator	C.B.D:	2nd Written Warning Co-ordinator's detention/Community Service + letter sent home to parents and meeting requested
Head Teacher/Co-ordinator	HT/C.B.D:	Internal Suspension Community Service/Internal Suspension + letter sent home to parents and meeting requested
Head Teacher/Co-ordinator	HT/C.B.D:	External Suspension Letter Sent home to Parents and meeting requested
Head Teacher	HT.B.D:	Expulsion Meeting with Parents

	Expected Standard of Conduct		Alleged Misconduct or Infringement	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
1	Learners will comply with Instructions and the general rules of CLIC	A	Wilful disregard of instructions	F.B.D - Verbal Warning	F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		B	Disrespect towards elders, Educators, Parents and visitors	F.B.D - Verbal Warning	F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		C	Hair, clothing or general appearance which is not in accordance with school standards	F.B.D - Verbal Warning	F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning	HT/C.B.D - Invoice uniform items	HT.B.D - Internal Suspension
		D	Behaviour in public or at events which brings the School into disrepute	F.B.D - Verbal Warning	F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		E	Unauthorised eating or drinking during class or during sporting activities when this is prohibited	F.B.D - Verbal Warning	F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		F	Trespassing or entering School grounds after hours or during holidays		F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion

		G	Improper use of school ICT rules and regulations, by viewing, downloading or storing offensive pornography, racist and otherwise inappropriate material.		F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	D.B.D - External Suspension	P.B.D - Expulsion
	Expected Standard of Conduct		Alleged Misconduct or Infringement	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
2	Learners will behave responsibly and not endanger the safety and welfare of others	A	Dangerous horseplay		F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		B	Use of excessive force when playing games or playing games in areas where bystanders and passers-by may be injured		F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		C	Bullying others or initiation of any sort	F.B.D - Verbal Warning	F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		D	Fighting or the threatened assault of others		F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		E	Being in possession of a weapon or dangerous instrument on School premises or at a school event			HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		F	Unhygienic personal habits and improper use of School facilities and ablutions	F.B.D - Verbal Warning	F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		G	Tampering with equipment or the property of others		F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		H	Riding of bicycles/skateboards etc. on School property or in areas where this is prohibited	F.B.D - Verbal Warning	F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		I	Noisy behaviour or disturbing the activities of others, disruptive behaviour	F.B.D - Verbal Warning	F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		J	Being in possession of alcoholic, hallucinogenic or dangerous substances, or distributing, storing or consuming these at school or during				HT/C.B.D - External Suspension	HT.B.D - Expulsion

			School events/trips					
		K	Being under the influence of alcoholic, hallucinogenic or unauthorised substances, substance abuse				HT/C.B.D - External Suspension	HT.B.D – Expulsion
		L	Smoking or being in possession of cigarettes on School premises or at School events/excursions				HT/C.B.D - External Suspension	HT.B.D – Expulsion
	Expected Standard of Conduct		Alleged Misconduct or Infringement	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
3	Learners will respect and care for the property of the School and others	A	Wilful damage of School property/equipment, vandalising property		F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		B	Littering and poor housekeeping	F.B.D - Verbal Warning	F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		C	Improper use of School property or the property of others	F.B.D - Verbal Warning	F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		D	Not taking good care of textbooks or learners aids or losing text books/aids that belong to the school	F.B.D - Verbal Warning	F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		E	Theft or unauthorised use of personal property or School property			HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
4	Learners will maintain sound relations with others, be courteous and respect the dignity of other persons	A	Being in possession of pornographic material			HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		B	Swearing and use of bad language	F.B.D - Verbal Warning	F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		C	Verbal or insulting abuse of others		F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		D	Malicious teasing of others		F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		E	Playing of obscene or demeaning games		F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion

		F	Being discourteous towards, Educators, staff or peers or displays of insolence and disrespect		F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		G	Racial or sexist comments or insults, harassing or victimising behaviour		F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		H	Indecency, sexual harassment or sexually explicit behaviour at School or School events			HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		I	Intimidating others or other forms of invasive behaviour			HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		J	Distributing, selling, promoting material which is offensive, pornographic, racist or otherwise deemed inappropriate at School			HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
	Expected Standard of Conduct		Alleged Misconduct or Infringement	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
5	Learners will be punctual and observe the timekeeping practices of the school	A	Unexplained absence from classes	F.B.D - Verbal Warning	F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		B	Leaving the School premises without permission		F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		C	Persistent latecoming		F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning	HT/C.B.D - Internal Suspension	HT.B.D - External Suspension
6	Learners will demonstrate a positive attitude towards learning and be reasonably diligent in their learning efforts	A	Refusal to complete homework assignments or projects		F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		B	Refusal to hand reports/reply slips etc. to parents or to return these to the School	F.B.D - Verbal Warning	F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		C	Unreasonable refusal to participate in School activities and attend School events	F.B.D - Verbal Warning	F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
		D	General uncooperative behaviour and poor application to studies, school work or assignments	F.B.D - Verbal Warning	F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
7	Learners will behave honestly and conduct	A	Cheating, copying or tampering with tests, reports or assignments			HT/C.B.D - 2nd Written Warning & Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion

themselves with integrity	B	Dishonesty, lying or unfair play		F.B.D - Written Warning	HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
	C	Possession or distribution of material which may give an unfair advantage in a test or examination			HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
	D	Bribery, fraud or attempted dishonesty			HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
	E	Forgery or the falsification of documents			HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
	F	Communication of indecent nature by any means			HT/C.B.D - 2nd Written Warning & Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion
	G	Theft			HT/C.B.D - 2nd Written Warning / Internal Suspension	HT/C.B.D - External Suspension	HT.B.D - Expulsion

It is very important to note that the standard of conduct expected of any student at CLIC is high and detailed rules can be found in the school handbook. The Steps 1 to 5 can be traversed at varying speeds depending on the severity of and circumstances surrounding the alleged offence/infringement. Each step in the code must be documented using the standard proforma and a copy sent to the parents and kept on file. At all stages the Director must be kept informed of action taken.

**Appendix V**

**Staff Members**

Non-Teaching Staff	
Name	Function
Alberto Bernardo	Financial Director
Catarina Lucas	Administrative Assistant
Dina Batista	Maintenance Assistant
Fátima Trindade	Maintenance Assistant
Guida Abreu	Maintenance Assistant
Henrique Pereira	Gardener
Mónica Paulino	Assistant
Raquel Antunes	Administrative Assistant
Sandra Margarida	Maintenance Assistant
Sandra Santos	Maintenance Assistant
Simina Furnica	Maintenance Assistant
Sérgio Domingues	Driver
Susana Carreira	Assistant
Valdemar Ramos	Driver

Teaching Staff	
Name	Function
Ana Serrano	Lower School
Carla Rijo	Lower School
Cathy Costa	Lower School
Dália Bonjardim	Middle School
David Pereira	Middle School/Upper School
David Santos	Lower School/Middle School/Upper School
David Welch	Middle School/Upper School
Delilah Miguel	Head of School/Upper School
Elisa Ferreira	Lower School/Middle School
Isabel Duarte	Middle School/Upper School
João Rodrigues	Middle School/Upper School
Laura Márti	Lower School/Middle School
Liane Guerra	Middle School
Lynn Darr	Middle School/Upper School
Manuela Vieira	Middle and Upper School Coordinator/Upper School
Nancy Oliveira	Middle School/Upper School
Natália Perez	Middle School/Upper School
Rachel Cherry	Middle School/Upper School
Ricardo Leite	Examination Officer/Upper School
Sandra Fragoso	Lower School
Sandra Ferreira	Upper School
Sandrina Ribeiro	Lower School
Sónia Ribeiro	Middle School
Susana Ramalho	Middle School/Upper School
Teresa Santos Fernandes	Lower School
Yvonne McKie	Lower School Coordinator/Lower School