

The Internal Regulation Of the Campo School Cluster

2021/25

CHAPTER 1- GENERAL PROVISIONS

Section 1- General Provisions

(...)

Article 5

Purpose and Scope of Application

1. The Internal Regulation, as a normative instrument of the School Cluster's autonomy, establishes and guarantees the rules of coexistence that ensure the fulfilment of the objectives, principles, and values of the Educational Project, the harmony of interpersonal and social integration, and the full physical, intellectual, and civic development of the students.
2. The Internal Regulation of the School Cluster has the following purposes:
 - a) The development of the provisions of the Student Statute and other statutory legislation;
 - b) The suitability of the rules of coexistence and conflict resolution in the respective educational community to the reality of school;
 - c) The rules and procedures to be observed regarding the delegation of the Director's powers to the other members of the administrative and management bodies, coordinators of educational coordination and pedagogical supervision structures, school coordinators or class councils/year groups in the 1st cycle.
3. In developing the provisions of subparagraph b) of the previous paragraph, the Internal Regulations may provide, among other matters:
 - a) The rights and duties of students inherent to the specific nature of the school experience;
 - b) The utilisation of facilities and equipment;
 - c) Access to school facilities and spaces;
 - d) Recognition and appreciation of merit, dedication and effort in school work, as well as the performance of meritorious actions in favour of the community in which the student is inserted or society in general, practised at school or outside it.

(...)

Section 2 – General Characterization of the School Cluster

Article 8

Composition

1. The seat school of the Campo School Cluster is the Campo Basic and Secondary School.

2. The Campo School Cluster also comprises the following educational and teaching establishments:
 - a) Balselhas Primary School;
 - b) Moirais Primary School;
 - c) Retorta Primary School;
 - d) Azenha Primary School;
 - e) Outeiro Primary School.

Article 9

Educational offer

1. The Campo School Cluster provides the following educational offer:
 - a) Pre-school education, basic education, and secondary education;
 - b) Secondary-level Vocational Courses and Education and Training Courses.
2. Within the scope of inclusive education, the Campo School Cluster has the provision of Learning Support Centres (LSCs) with two branches, located respectively at the Campo Basic and Secondary School and the Outeiro Basic School, serving as spaces where structured teaching methodologies are implemented, similar to those formerly applied in specialized units.
3. The Cluster provides the following services:
 - a) The Family Support and Animation Activities in Pre-school Education (AAAF) and the Family Support Component in the 1st Cycle (CAF), carried out in coordination with the local municipality;
 - b) Curricular Enrichment Activities in the 1st Cycle (AEC).

Article 10

Operating system

1. The seat school operates during the day, with regular hours from 8:15 a.m. to 6:35 p.m.
2. The kindergartens, during their educational/teaching activities, operate under normal hours from 9:00 a.m. to 3:30 p.m. The 1st Cycle schools, during their teaching activities, operate from 9:00 a.m. to 5:30 p.m.
3. The Curricular Enrichment Activities in the 1st Cycle (AEC) operate under a flexible schedule.
4. The Family Support and Animation Activities in Pre-school Education and in the 1st Cycle operate according to the families' needs, from 7:30 a.m. to 9:00 a.m. (reception) and after the teaching hours and AEC until 7:00 p.m. (extended care).

During school breaks, the Family Support component operates from 7:30 a.m. to 7:00 p.m..

5. The operating system can be altered by the Headmaster whenever justified.

(...)

Section 4- Administrative, technical and pedagogical services

Article 58

Administrative, technical and educational services

1. The administrative, technical and educational services aim to promote conditions that ensure the full integration of children and students into the school system. They must coordinate their activities with the administrative and management bodies, along with the educational coordination and pedagogical supervision structures.
2. The administrative, technical and technical-pedagogical services are made up of:
 - a) Administrative services;
 - b) School Library;
 - c) EMAEI;
 - d) Student and Family Support Office (GAAP)/ Psychology and Guidance Services (SPO).

Article 59

Administrative services

1. The school administration services constitute an administrative and support structure of the Cluster, which is generally responsible for performing functions in the areas of student administration, staff, accounting, general office work, procurement, and school social action.
2. The administrative services offer personalised customer service areas.
3. The administrative services are managed by a head of school administration services and comprise six administrative assistants.
4. The administrative services have continuous opening hours, from 8:30 a.m. to 5:30 p.m.

Article 60

School library

1. The School Library is the Educational Resource Centre of the Cluster, serving the entire educational community—students, teachers, and staff—as well as other members of the community whose interest in its use and attendance is justified.
2. The school library is a diverse educational resource centre consisting of a collection of printed and non-printed documents. It is a multimedia space with computer resources and both video and DVD viewing, CD and audio cassette listening, along with internet access and access to both educational and didactic board games.
3. The School Library is run by the school's librarians, who are responsible for:
 - a) To ensure library services for all children and students of the Cluster;
 - b) To promote the coordination of library activities with the objectives and educational goals of the Educational Project and other Cluster documents;
 - c) Ensure the management of human resources for the library;
 - d) To guarantee the space's organisation and to ensure both the functional and pedagogical management of material resources allocated to libraries;
 - e) To define and implement an information resource management policy, promoting its integration into the practices of teachers and students;
 - f) To support curricular activities and foster the development of reading habits and skills, information literacy, and digital competencies, working collaboratively with all the pedagogical structures of the Cluster;
 - g) To support free, extracurricular, and curricular enrichment activities included in the Annual and Multiannual Plans of Activities and/or the Educational Project of the Cluster;
 - h) To establish networks of cooperative work and to develop projects in partnership with local entities;
 - i) To implement procedures of evaluation and to prepare an annual self-assessment report that is to be submitted to the School Library Coordination Office (GRBE);
 - j) To become a facilitator of the integration of digital learning technologies, collaborating in the planning, implementation and evaluation of PAADE.

Article 61

Multidisciplinary Team in Support of Inclusive Education (EMAEI)

1. A Multidisciplinary Team for Inclusive Education Support is established within the Cluster.
2. The multidisciplinary team in support of inclusive education is made up of both permanent and alternating elements.

3. The following are permanent members of the Multidisciplinary Team in Support of Inclusive Education:
 - a) One of the teachers supports the Headmaster;
 - b) A Special Education Teacher;
 - c) Three members of the Pedagogical Council with a pedagogical coordination function, from different levels of education and teaching;
 - d) A psychologist.
4. The permanent members of the Multidisciplinary Team in Support of Inclusive Education are designated by the Headmaster after having consulted the pedagogic council.
5. The alternating elements of the Multidisciplinary Team in Support of Inclusive Education:
 - a) The student's class teacher or head teacher, depending on the case;
 - b) The special education teacher or other teachers of the student;
 - c) Technicians from the Resource Centre for Inclusion (CRI);
 - d) GAAF Coordinator;
 - e) Other professionals who work with the student;
 - f) The student's parent or guardian.

Article 62

Competencies of the Multidisciplinary Support Team for Inclusive Education

1. It is the responsibility of the Multidisciplinary Team to Support Inclusive Education:
 - a) Raising awareness of the educational community for Inclusive Education;
 - b) Propose learning support measures to be mobilized;
 - c) Track and monitor the implementation of learning support measures;
 - d) Provide advice to teachers in the implementation of inclusive pedagogical practices;
 - e) Prepare the Technical-Pedagogical Reports (RTP) and, if applicable, the Individual Educational Program (PEI) and the Individual Transition Plan (PIT);
 - f) Monitor the operation of the Learning Support Centers.
2. The work to be developed within the scope of the multidisciplinary team, namely the mobilization of learning support measures as well as the preparation of the technical-pedagogical report and the individual educational program, when carried out by teachers, is part of the non-teaching component of their working hours.

(...)

CHAPTER VI – ACTIVITIES OF FAMILY SUPPORT, CURRICULUM ENRICHMENT AND STUDY

Article 68

Activities of animation and family support and curriculum enrichment

1. The Family Support and Animation Activities in Pre-school Education and in the 1st Cycle, as well as the Curricular Enrichment Activities in the 1st Cycle, operate according to specific criteria proposed by the respective Curricular Departments and approved annually by the General Council. These criteria are set out in the Annual and Multiannual Plans of Activities of the Cluster. These activities are governed by the rules established in their own regulations, approved by the General Council.
2. These activities are organized in accordance with the legislation in force.
3. Without prejudice to the provisions of the previous number, the schedule of teaching activities always takes precedence over curricular enrichment activities (AEC).

(...)

CHAPTER VII – SCHOOL SOCIAL ACTION

Article 70

Principles and objectives of School Social Action (ASE)

1. The allocation and operation of support within the scope of school social action are governed by the principles of equity, positive discrimination and social solidarity, in order to ensure the effective exercise of the right to education and equal opportunities for access and academic and educational success.
2. The objectives of the allocation of support within the scope of school social action are the prevention of social exclusion and school dropout and the promotion of school and educational success, so that all students, regardless of their social, economic, cultural and family conditions, comply with compulsory education.

Article 71

Attributions of School Social Action (ASE)

The School Social Action Services operate in the following areas:

1. Food and nutrition program:

- a) School Milk (Pre-School and 1st Cycle Education) with the objective of acting directly on the child's health and development;
- b) School Canteens, aiming to ensure a balanced diet that is adequate to the needs of the school population;
- c) The School Canteen, as a complementary service at the Basic and Secondary School, aims to support students in following a proper nutritional policy. It constitutes a supplementary meal service and must therefore observe the principles of a balanced diet, in compliance with the general hygiene and food safety standards applicable to food products, in accordance with the provisions of the EU Regulations of the European Parliament and of the Council. The pricing policy applied in the canteen must reflect and support the promotion of healthy eating habits among students. The Cluster may provide a food supplement to students with limited economic resources, funded from the revenues generated by the management of the school canteen services;
- d) Complementary Food Support, in the Basic and Secondary School, to be provided to students with lower economic resources, signaled by the class directors, through the use of funds arising from the profits of the Buffet and the Stationery Store.

2. Economic Aid - is a type of socio-educational support aimed at students in households whose economic situation determines the need for reimbursements to cover the costs of meals and other school supplies, complementary curricular activities and accommodation, related to the continuation of schooling.

- a) Within the scope of its autonomy, the Cluster allocates funds intended for the acquisition of textbooks and school supplies when no adopted textbooks are available, particularly in the case of students enrolled in courses involving alternative pathways;
- b) Through the revenues of the school canteen, the Cluster may acquire textbooks to lend to the most economically disadvantaged students, which must be returned at the end of the cycle.

Article 72

Rules for the award of economic aid

- 1. For the purposes of granting economic aid, the support bracket in which each household is integrated is determined by its position in the income brackets for the attribution of family allowance.

2. Brackets A or B will be assigned according to bracket 1 or 2 defined by Social Security.
3. Parents or legal guardians must provide proof of their placement in the family allowance brackets at the administrative services of the Cluster, by submitting a document issued by the competent Social Security service or, in the case of public administration employees, by the processing service.
4. As long as there is a change in the socio-economic situation of the household, the student can change his or her situation at any time of the year.

(...)

CHAPTER VIII – ACCESS TO SCHOOLS AND SECURITY

Article 81

Access

1. All teaching and non-teaching staff, as well as the students belonging to them, have access to the schools of the Cluster.
2. Parents and guardians and any other person, who, for justified reasons, have matters of interest to deal with also have access to schools.
3. All those who do not work in schools and kindergartens must be duly identified at the entrance / gate of the schools through an identity card or other identification document, assign a visitor's document and must wait in the halls of the schools that are attended.
4. At the seat school of the Cluster, students are allowed to enter and exit through both access gates. In the schools and kindergartens of the Cluster, students are prohibited from entering or passing through duly marked areas. The Establishment Coordinators of the Basic Schools are responsible for managing their premises in accordance with the rules set out in the schools' own regulations.
5. In the Primary and Secondary School, the entry and exit of students is processed through a magnetic card. The rules relating to this matter are expressed in the respective regulation that constitutes **Annex II** to these Internal Regulations.
6. Entry into school spaces, parents, as well as other elements outside the school is prohibited, except when authorized.

(...)

Section 2 - Students

Article 86

Students responsibility

1. Students are responsible, in accordance with their age and capacity for discernment, for exercising the rights and fulfilling the duties granted to them by

the Student and School Ethics Statute, by this Cluster Regulation, and by the applicable legislation.

2. Students' disciplinary responsibility entails full respect for the Student and School Ethics Statute, this Cluster Regulation, the school property, other students, non-teaching staff, senior technicians, and teachers.
3. No student may prejudice the right to education of others.

Article 87

Student status and school ethics

1. The Student and School Ethics Statute applies to the students of the Cluster, including its special modalities, with the specific provisions set out therein according to the different education levels and cycles, respective modalities, and/or the age group of the recipients.
2. The provisions of the previous paragraph shall not prejudice the application to pre-school education of what is provided for in the Statute regarding the responsibility and role of members of the educational community and their experience at school.
3. Students of the Cluster are all those who have their enrollment or registration confirmed in the Cluster, namely in pre-school education, the 1st, 2nd, and 3rd cycles of basic and secondary education, vocational courses, and education and training courses.

(...)

Article 90

Students Rights

1. The student has the right to:
 - a) Be treated with respect and correction by any member of the educational community, and may not, under any circumstances, be discriminated against on the basis of ethnic origin, health, sex, sexual orientation, age, gender identity, economic, cultural or social condition or political, ideological, philosophical or religious convictions;
 - b) To enjoy quality teaching and education in accordance with the provisions of the law, in conditions of effective equal opportunities for access and success;
 - c) Enjoy, under the terms established in the applicable legal framework, by themselves or, when a minor, through their parents or guardians, the Educational Project, as a guiding pedagogical document for all educational dynamics, in order to benefit from the conditions for their full physical, intellectual, moral, cultural and civic development and for the formation of their personality;

- d) To see merit, dedication, assiduity and effort at work and in school performance recognized and valued and to be stimulated in this sense;
- e) To see recognized the commitment to meritorious actions, in favor of the community in which it is inserted or of society in general, practiced in school or outside it, and to be stimulated in this sense;
- f) To enjoy a school timetable appropriate to the year attended, as well as a balanced planning of curricular and extracurricular activities, namely those that contribute to the development of the community;
- g) Benefit, within the scope of school social action services, from a support system that allows them to overcome or compensate for socio-family, economic or cultural deficiencies that hinder access to school or the learning process;
- h) To benefit from measures, prizes or support and complementary means that recognize and distinguish merit;
- i) To benefit from other specific support suited to their educational needs or learning, through the psychology and guidance services and all other specialized services of the Cluster;
- j) To have their safety at school safeguarded and their physical and moral integrity respected, benefiting, in particular, from the special protection enshrined in criminal law for members of the school community;
- k) Be assisted, promptly and appropriately, in case of accident or sudden illness, occurring or manifested during school activities;
- l) To see the confidentiality of the elements and information contained in their individual file, of a personal or family nature, guaranteed;
- m) To participate, through their representatives and in accordance with the law, in the administration and management bodies of the Cluster, in the preparation and implementation of its Educational Project, as well as in the preparation of the Internal Regulation or other Cluster documents;
- n) Present proposals for the preparation of these documents through the student association and the Assembly of Delegates based on the work developed in the Citizenship and Development discipline and/or the time of the Class Space with the Class Director;
- o) Elect their representatives to the bodies, positions and other functions of representation within the school, as well as be elected, under the terms of the law and the Internal Regulations;
- p) Present constructive criticism and suggestions regarding the functioning of the school and be heard by teachers, class directors and administration and management bodies in all matters that are justifiably of interest to them;
- q) To organize and participate in initiatives that promote training and leisure time;
- r) To be informed about the Internal Regulations and, by means to be defined by it and in terms appropriate to their age and the year attended, on all matters

that are justifiably of interest, namely on the way of organizing the study plan or course, the syllabus and essential objectives of each subject or subject area and the evaluation processes and criteria, as well as on enrolment, family allowance and socio-educational support, the rules for the use and safety of materials and equipment and facilities, including the emergency plan, and, in general, on all activities and initiatives related to the Educational Project and/or Annual and Multi-annual Activity Plans;

- s) Participate in the other activities of the school/group, under the terms of the law and this Regulation;
 - t) Participate in the evaluation process through self- and hetero-evaluation mechanisms;
 - u) Benefit from appropriate support measures for the recovery of learning in situations of duly justified absence from school activities;
 - v) To meet in a General Assembly of Students, made up of all students of the Basic and Secondary School and guided by the association of students or class delegates and sub-delegates;
 - w) To hold student assemblies composed of the students of each Basic School of the Cluster.
2. The enjoyment of the rights enshrined in paragraphs g), h) and s) of the previous paragraph may be, in whole or in part, temporarily prohibited as a result of a corrective or sanctioning disciplinary measure applied to the student.

(...)

Article 96

Student duties

1. The student has the duty to:
- a) Study, applying herself or himself in hers or his education and integral educational development, in a manner adequate to hers or his age, to hers or his potentialities and educational necessities and to the school year on which she or he is;
 - b) Be assiduous, punctual and engaged in complying with all hers or his duties within school, curricular and curricular enriching activities and in other activities and projects in which he or she participates;
 - c) Follow the teachers' orientations relating to hers or his education and teaching process;
 - d) Treat respectfully and correctively any member of the educational community. It is intolerable in all cases to discriminate against an individual based on hers or his ethnical origin, health, sex, sexual orientation, age, gender identity, financial, cultural or social condition, or political, ideological, philosophical or religious convictions;

- e) Have loyalty to all members of the educational community;
- f) Respect the teachers', superior technicians and non-teaching staff's authority and instructions;
- g) Contribute to the harmony of the school's daily living and to the full integration of every student into the school environment;
- h) Participate in the educational or formative activities developed in school, as well as in any other organizational activities which may require student participation;
- i) Complete the tasks given by teachers within auxiliary activities. Recurringly refusing to complete the tasks, as well as disruptive behaviour during said activities, determine the exclusion of the student from auxiliary measures, after the Person Responsible for the Student's Education is properly informed;
- j) Respect the physical and psychological integrity of all members of the educational community, refraining from practising whichever actions, namely violent ones, regardless of the place or of the utilized means, that threaten the physical, moral or patrimonial integrity of teachers, non-teaching staff and students;
- k) Offer help and assistance to the other members of the educational community, according with the dangerous circumstances to their physical and psychological integrity;
- l) Care for the preservation, conservation and cleanliness of the school's facilities, didactic material, furniture and green areas, making proper use of those;
- m) Respect the property of the goods of all members of the educational community. The school is not responsible for students' missing items unless those have been left in its custody;
- n) Remain in school during school hours, except for when there is written authorization of the person responsible for the student's education, of School Coordination or of the Principal's Office;
- o) Participate in the election of hers or his representatives and offer them all hers or his collaboration;
- p) To know and comply with the Student and School Ethics Statute, the operating rules of the services of each school of the Cluster, posted in the designated locations, and this Internal Regulation, acknowledging, at the time of enrollment in this Cluster, their acceptance and actively committing to full compliance;
- q) Not possess nor consume addictive substances, especially drugs, tobacco and alcoholic beverages, nor promote any form of traffic, facilitation and consuming of said substances;
- r) Not transport whichever materials, technological equipment, instruments or devices that can objectively disturb the regular of school activities, or that can

cause physical or psychological damage to students or to any other member of the educational community;

- s) Not utilize whichever technological equipment, namely cell phones, equipment, programmes or IT applications in the places where classes or other formative activities or school meetings occur and in which the student participates, except when the use of any of the aforementioned tools is directly related to the activities that are taking place and is explicitly authorized by the teacher or by the person responsible for the Principal's Office or supervision of ongoing the projects or activities;
 - t) In case of inadequate cell phone use, the device will be confiscated and delivered to the Principal's Office. The student is then forbidden to take the device to school for eight days;
 - u) Not capture sounds or images, namely of school and non-school activities, or of other activities within school facilities that involve other members of the school community, without previous authorization of the teachers, the Principal's Office / School Coordination or the person responsible for ongoing projects and activities, as well as, when applicable, of whichever member of the school or educational community whose image, even if involuntarily, might be recorded;
 - v) Not share, in school or elsewhere, namely via Internet or through other means of communication, sounds or images captures in school facilities without the Principal's authorization;
 - w) Respect authorship and intellectual property rights;
 - x) Present herself or himself with adequate clothing, according to age, to the dignity of the place and to the specificity of school activities, respecting the rules established by the school;
 - y) Repair damages she or he caused to whichever member of the educational community or to equipment or school facilities or other spaces where activities resulting from school life occur. Should the repair not be possible or sufficient, an indenisation relative to the damage caused is to be given to those whose property has been damaged;
 - z) Not practise any illicit act, not sell or by materials that are not carried out by the schools' services;
 - aa) Follow the minimum material required from all subjects, indicated by the teacher, as well as the school notebook and the student card;
 - ab) Organize, for each discipline, a dossier, daily notebook or IT assistance where the summaries and all activities completed in class must be recorded, including the assessment tests and all auxiliar material;
 - ac) Do hers or his self-assessment.
2. In the classroom and other School spaces:
- a) Preserve the school material, not damaging or scribbling on it, and make adequate use of it;

- b) Keep the cell phone off and inside the backpack;
- c) Inform the teacher of occasional damages detected on classroom material, upon arriving in said classroom;
- d) Not eat foods or chew gum;
- e) Never utilize any electronic device capable of disturbing the regular operation of class (headphones, mp3 players, alarm clocks, etc.);
- f) Be certain that, after the exit order given by the teacher, the area occupied by the student is clean and tidy;
- g) Move normally and with no rush in entrances and exits, courtyards and corridors, always demonstrating great civil responsibility;
- h) Be assiduous and punctual to school activities, moving to the respective room or area in the stipulated time;
- i) Wait for teachers, politely and calmly, at the entrance or inside the classroom, avoiding any type of turbulence. It is explicitly forbidden to run in the school corridors and or courtyards;
- j) Not remain in the corridors during breaks without the respective authorization of the school employee;
- k) Not utilize the cell phone or other electronic devices for capturing images or sounds of any member of the school or educational community, whose image, even if involuntarily, might be recorded.
- l) Always use the student card, identifying herself or himself when requested by any school employee.
- m) The theft or damage done or suffered are of the responsibility of the owners or of the authors of said acts.

(...)

Article 101

Justified Absences

1. Absences are considered justified for the following reasons:

- a) Student illness, which must be informed in a written note by the person responsible for the student's education or by the student herself or himself when she or he is of age, when said illness determines an absence period inferior or equal to three school days, or by a doctor if the illness determined an impediment superior to three school days. In case the illness in question is chronic or recurrent, a single declaration can be accepted for the totality of the school year or until the condition which determined it is terminated;
- b) Prophylactic isolation, determined by an infectious disease carried by anyone who lives with the student, substantiated by a declaration of the competent sanitary authority;

- c) Death of a family member, during the legal period for the justification of absences by death of a family member provisioned by the terms of the working contract of civil servants;
- d) Birth of a sibling, during the birth date and during the day immediately after;
- e) Receiving ambulatory care, due to illness or disability, that cannot be offered outside of the period of school activities;
- f) Assistance in the illness of a member of the family unit, in the case of the substantiated impossibility of such assistance being given by any other person;
- g) Attendance at prenatal consultations, childbirth period, and breastfeeding, as defined in Law No. 90/2001 of 20 August;
- h) Act of the religion practised by the student, as long as it cannot be done outside of the period of school activities and if it corresponds to a practise commonly recognized as particular to said religion;
- i) Participation in cultural, sportive and union activities recognized in the terms of the law as of public interest or considered relevant to the respective school authorities;
- j) Preparation to and participation in sports' activities of high performance, according to the applicable legal terms;
- k) Compliance with legal obligations that cannot be executed outside of the period of school activities;
- l) Another fact that prevents the student from attending school or any school activity, as long as it is proven not to be attributable to the student and if it is considered acceptable by the Principal, by the Homeroom Teacher or by the Lead Teacher;
- m) The consequences of preventive suspension applied through a disciplinary procedure, in case the procedure does not result in the application of any disciplinary sanction to the student, in case a non-suspensive measure is applied to the student, or in case the consequences go beyond the effectively applied measure;
- n) Participation in field trips or project activities preestablished in the school's plan of activities, in the subjects that are not involved in the referred trips and/or project.

(...)

Article 104

Justification of absences

1. The justification of absence demands a written request presented by the student's parents or by the person responsible for the student's education, or by the student herself or himself, should she or he be of age, to the Lead Teacher or

the Homeroom Teacher, indicating the date and the school activity in which the absence occurred. Additionally, the justifying motives of the absence should be referenced in the school notebook if the absentee is a primary education student, or in an individual printed sheet if the absentee is a secondary education student.

2. The Homeroom Teacher or the Lead Teacher can request to the parents, to the person responsible for the student's education, or to the student herself or himself should she or he be of age, any additional supporting documents deemed necessary to justifying the absence. Similarly, any entity contacted for this effect should contribute to the correct clarification of facts.
3. The justification of the absence must be previously presented, should the motive be predictable. In the remaining instances, it must be presented until the 3rd business day after the absence takes place.
4. In the instances where the absence from school activities is justified, the student, after informing the teacher in the previous class, benefits from measures defined by the teacher to be adequate to recover the learning that has been missed. At the beginning of the next class, the teacher reviews the content presented to the student and gives her or him the work completed in the previous class as homework.

Article 105

Unjustified Absences

1. Absences are unjustified when:
 - a) A justification has not been presented, in the terms defined by the previous article;
 - b) The justification has been presented after the stipulated deadline;
 - c) The justification has not been accepted;
 - d) The marking of the absence results from the application of a request for the student to leave the classroom or of a disciplinary sanction;
2. In the situation stipulated in item c) of the previous number, the denial of the submitted justification must be substantiated.
3. Unjustified absences are communicated to parents or to those responsible for the student's education or, when the student is of age, to her or him, by the Homeroom Teacher or by the Lead Teacher, within the maximum deadline of three school days, via school notebook.

(...)

Article 107

Severe Excess of absences

1. On each school year, unjustified absences cannot surpass:
 - a) 10 days, consecutive or non-consecutive, in the 1st cycle of basic education;
 - b) Twice the number of weekly school times per subject in the remaining cycles and secondary education.
2. When half of the unjustified absence limit is reached, the parents or those responsible for the student's education or, when the student is of age, her or him, are summoned, through a written notification, by the Homeroom Teacher or by the Lead Teacher.
3. The notification previously mentioned must alert those involved to the consequences of violating the limit of unjustified absences and must search for a solution that guarantees compliance with the duty of attendance.
4. If that which was referred to in the previous number is revealed to be impractical, due to reasons unimputable to the school, and so long as the severity of the situation justifies it, the respective child and youth protection commission must be informed of the students' excess of absences, as well as of the procedures and diligences adopted by the school up to that point, searching together for solutions to overcome the student's lack of assiduity.

Article 108

Effects of exceeding the limit of unjustified absences

1. Exceeding the limits of unjustified absences, stipulated in no. 1 of the previous article, constitutes a violation of the duty of assiduity and demands the absentee to comply with rehabilitative and/or corrective measures, according to what is to be established in the following articles. Additionally, disciplinary sanctions may be enforced, in accordance with the current legislation.
2. That which was stipulated in the previous number does not exclude the responsibility of the parents or those responsible for the student's education.
3. All situations, activities, measures or its consequences stipulated in the present article are mandatorily communicated, through a written notification, to the parents or the person responsible for the student's education or to the student, if she or he is of age, to the Homeroom Teacher, to the Lead Teacher and to the student's Tutoring Teacher, so long as she or he is designated. The situations, activities, measures or its consequences must also be registered in the Student's Individual Process.
4. Exceeding the absence limit three times the number of weekly school times, relatively to the auxiliary activities, subscription-based complementary activities, or activities with facultative attendance implies the immediate exclusion of the student from the activities in question.

(...)

Section 4 – Disciplinary educational measures

Article 111

Qualification of an infraction

The student's violation of any of the duties stipulated in the current legislation and in the present Rules of Procedures, recurrently or in ways that disturb the regular operation of school activities or that disturb the relationships within the school community, constitutes an infraction, which can result in the application of corrective measures or disciplinary sanctions, in the terms of the following articles.

Article 112

Participation in the occurrence

1. The teacher or member of the non-teaching staff who witnesses or becomes aware of behaviors that may constitute a disciplinary infraction must report them immediately to the Director of the Cluster.
2. A student who witnesses the behaviors referred to in the preceding paragraph must report them immediately to the Class Teacher or the Form Tutor, who, if they consider the behaviors serious or very serious, shall report them to the Director of the Cluster within one working day.

(...)

Article 114

Determining disciplinary measures

1. When determining the corrective or punitive disciplinary measure to be applied, consideration must be given to the severity of the breach of duty, the mitigating and aggravating circumstances in which the breach occurred, the student's degree of fault, maturity, and other personal, family, and social conditions.
2. Mitigating circumstances in a student's disciplinary responsibility include their previous good behaviour, academic performance, and remorseful acknowledgment of the wrongful nature of their conduct.
3. Aggravating circumstances include premeditation, collusion, the seriousness of the harm caused to others, the accumulation of disciplinary infractions, and repeated offenses, especially when they occur within the same school year.

Article 115

Corrective measures

1. Corrective measures serve pedagogical, deterrent, and integrative purposes, with a primarily preventive nature.
2. The following are considered corrective measures, in line with the previous point:
 - a) A warning;
 - b) An order to leave the classroom or other places where schoolwork might take place;
 - c) School or community integration tasks or activities, which may involve extending the student's mandatory daily or weekly presence at school or the location where such tasks or activities take place;
 - d) Restricted access to certain school areas or the use of certain materials and equipment, without affecting those required for regular academic activities;
 - e) Transfer to another class.
3. A warning consists of a verbal reprimand to the student in response to behaviour that disrupts the normal functioning of school activities or relationships among those present, intended to alert the student to avoid such conduct and to reinforce their responsibility in fulfilling their duties as a student.
4. In the classroom, reprimanding is the exclusive responsibility of the teacher; outside the classroom, it may be issued by any teacher or non-teaching staff member.
5. The order to leave the classroom or other school workspaces is the exclusive responsibility of the respective teacher and results in the student being marked with an absence and remaining on school premises.
6. The implementation of the measure referred to in the previous point involves the student being sent to the study room or library to complete a task assigned by the teacher, which will be handed over at the end of the class, and communication of the incident to the parent or guardian and the class head teacher.
7. If the same student is ordered to leave the classroom for the third time by the same teacher, or the fifth time by any teacher, within the same academic year, the situation must be reviewed by the socio-educational mediation team to identify the underlying causes and, together with the class head teacher, decide whether it is appropriate to propose additional corrective or punitive disciplinary measures, in accordance with applicable legislation.
8. The application of the corrective measures outlined in items c), d), and e) of paragraph 2 falls under the responsibility of the School Principal, who must consult the class head teacher or main teacher, as well as the student support advisor or student support office.
9. As a consequence for inappropriate behaviour, access to certain school areas may be restricted through:

- a) Suspension from areas where the inappropriate behaviour occurred, such as the library, cafeteria, computer lab, snack bar, stationery store, common areas, among others;
 - b) Suspension from leisure activities favoured by the student, such as recreational use of computers, sports tournaments, and school parties.
10. The application and execution of the corrective measure outlined in item d) of paragraph 2 may not exceed the duration of one school year.
11. The corrective measures and their practise described in paragraph 2 must be communicated to the parents or guardians if the student is a minor.

Article 116

Disciplinary Sanctioning Measures

1. Punitive disciplinary measures represent a sanction imposed on a student's behaviour. The occurrence of any events that may warrant such measures must be immediately reported to the School Administration by the teacher or staff member who witnessed or became aware of the incident, with knowledge of the Class Head Teacher.
2. Punitive disciplinary measures include:
 - a) A registered reprimand;
 - b) A suspension for up to 3 school days;
 - c) A suspension from school ranging from 4 up to 12 school days;
 - d) Transfer to another school;
 - e) Expulsion from school.
3. The imposition of the disciplinary sanction of recorded reprimand, when the infraction occurs in the classroom, falls under the competence of the respective teacher, and under the Director of the Cluster in all other situations, recording in the student's individual file the identification of the decision-maker, the date on which the decision was made, and the factual and legal grounds for such decision.
4. Suspension for up to three school days, as a deterrent measure, is imposed by the School Principal, with proper justification based on the facts and after ensuring the student's right to a hearing and defence.
5. It is the responsibility of the School Principal, after consulting the parents or guardians if the student is a minor, to establish the terms and conditions under which the suspension (as stated in the previous point) is carried out. A pedagogical activity plan must be provided to the student, making them co-responsible for its completion and follow-up. The Principal may also establish partnerships or agreements with public or private entities for this purpose.
6. The Principal has the authority to impose a suspension from school ranging from 4 to 12 school days, following the disciplinary procedure established by law. The

Class Council may be consulted beforehand, and the Tutor Teacher must be invited if one exists and is not a teacher of the class.

7. Failure to comply with the pedagogical activity plan referred to in paragraph 5 may result in the initiation of a new disciplinary process. Such refusal will be considered an aggravating circumstance, according with the law.
8. The decision to transfer a student to another school lies with the Director-General of Education, following the conclusion of disciplinary proceedings. This measure applies in cases where the student's actions clearly obstruct the learning process of other students or the normal functioning of relationships within the educational community.
9. The school transfer measure applies only to students who are 10 years old or older and, in the case of students subject to compulsory education, only if it is ensured that they can attend another educational institution in the same region or in the nearest area served by public or school transportation.
10. The disciplinary measure of expulsion from school is imposed by the Director-General of Education, with the possibility of delegation, after the completion of the disciplinary process referred to in paragraph 2, item e) of this regulation. This consists of the student being retained in their current academic year and being banned from school premises until the end of that academic year and for the following two academic years.
11. Expulsion from school is applied to students of legal adult age when it is evident that no other measure or form of accountability would be effective in ensuring compliance with their duties as a student.
12. Complementary to the measures provided for in paragraph 2, it is the responsibility of the Director of the Cluster to decide on the repair of damages or the replacement of damaged property or, when these are not possible, on the compensation for losses caused by the student to the school or to third parties, with the amount of compensation potentially being reduced in a proportion determined by the Director, taking into account the student's degree of responsibility and/or socio-economic situation.

(...)

Section 8 – Parents and Legal Guardians

Article 140

Rights

1. Parents and Legal Guardians have the right to:
 - a) To be treated with politeness and respect by teachers, students and non-teaching staff;
 - b) To be elected to the parents' and guardians' association;
 - c) To participate in the life of the School Group and in the activities promoted by the parents' and guardians' association;

- d) To be informed by the school about all relevant matters concerning their child's educational process;
- e) To be informed, at the beginning of the school year, of the materials required for each subject, or for the school year in the 1st Cycle, for their child;
- f) To collaborate with the teachers in the teaching-learning process of their child/student;
- g) To be informed whenever they request it and, obligatorily, at the end of each assessment period, about their child's academic performance, behaviour, and other relevant issues;
- h) To coordinate the education provided at home with the educational work carried out by the school;
- i) To cooperate with all members of the educational community in fostering a culture of citizenship;
- j) To participate in class council meetings and disciplinary meetings, according to the law, whenever elected or appointed for that purpose;
- k) To be part of the General Council, in accordance with the law, and whenever elected or appointed for that purpose;
- l) To meet with the Class Director, Class Teacher, or Group Educator during office hours and whenever requested, subject to schedule compatibility;
- m) To have the confidentiality of information regarding their child respected;
- n) To participate in activities carried out by the school in accordance with the annual and multi-annual activity plans;
- o) To be familiar with the Educational Project, the Class/Group Work Plans, the Annual and Multiannual Plans of Activities, and other guiding documents for the life of the Cluster;
- p) To participate in the drafting of the Internal Regulations;
- q) To accept and receive a copy of the Internal Regulation at the time of the student's first enrollment in the Cluster;
- r) To participate in the assessment process of their child, namely through the completion of specific forms.

Article 141

Responsibilities of parents and legal guardians

1. In addition to their legal obligations, parents and guardians hold a special responsibility, inherent to their duty to guide the education of their children and dependents, in their best interest, and to actively promote their physical, intellectual, and civic development.
2. Under the responsibility referred to in the previous point, each parent or guardian must, in particular:

- a) Actively keep up with the student's school life;
- b) Promote coordination between family education and the teaching and learning process at school;
- c) Ensure that their child effectively benefits from their rights and strictly fulfils their duties as established in the Student Statute and the Internal Regulations, demonstrating proper behaviour and commitment to the teaching and learning process;
- d) Contribute to the creation and implementation of the Educational Project and Internal Regulations and participate in school life;
- e) Cooperate with teachers in the performance of their pedagogical duties, especially when requested, by collaborating in their child's teaching and learning process;
- f) Recognize and respect the authority of teachers in the exercise of their profession and instil in their children or dependents the duty to respect teachers, non-teaching staff, and schoolmates, contributing to the preservation of discipline and harmony within the educational community;
- g) Contribute to maintaining discipline in the school and harmony within the educational community, especially when requested to do so;
- h) Contribute to the accurate determination of facts in disciplinary proceedings involving their child, by participating in the actions and procedures for which they are notified, and if a corrective or disciplinary sanction is applied, ensuring that it serves the purpose of reinforcing their child's civic education, balanced personality development, interpersonal skills, integration in the educational community, sense of responsibility, and learning;
- i) Contribute to the preservation of the safety and physical and psychological integrity of all who participate in school life;
- j) Actively integrate into the educational community in fulfilling its other responsibilities, particularly by informing and being informed about all relevant matters in their child's educational process;
- k) Attend the school whenever they deem necessary or are requested to do so;
- l) To be familiar with the Student Statute, as well as the Cluster Internal Regulation, and to sign an annual declaration acknowledging it and actively committing to full compliance;
- m) Compensate the school for property damage caused by their child or dependant;
- n) Keep their contact information (phone number, postal address, and email) and their child's contact information (if different) constantly updated, and inform the school of any changes;
- o) Enrol their children in kindergarten and in the other cycles of basic and secondary education, ensuring compliance with compulsory schooling;

- p) Provide, within their means, the minimum required materials defined for each subject;
 - q) Maintain regular contact with the Class Director or the Class/Group Teacher in the 1st Cycle/Kindergarten and follow their child's academic progress, informing the school of any relevant situations.
3. Parents or guardians are responsible for ensuring their children's compliance with obligations, particularly regarding attendance, punctuality, and discipline.
 4. For the purposes of the Student Statute, a guardian is considered to be the person with whom the minor resides or who is entrusted with their care:
 - a) Through the exercise of parental responsibilities;
 - b) By judicial decision;
 - c) By exercising executive functions in the management of institutions responsible for minors, in any capacity;
 - d) By authority or by a duly documented delegation from any of the entities referred to in the previous points.
 5. In the event of divorce or separation, and in the absence of agreement between the parents, the guardian will be the parent with whom the minor resides.
 6. If alternating residence is established with each parent, they must agree, or in the absence of agreement, obtain a judicial decision on who will exercise the functions of guardian.
 7. The guardian may also be the father or mother who, through express or presumed agreement between both, is designated to perform those functions. It is also presumed, unless indicated otherwise, that any act carried out by either parent regarding the child's school progress has the joint consent of the other.
 8. The representatives of the Parents and Guardians of the students in each class shall be elected at the first class meeting, convened by the Class Director or the Class/Group Teacher in the 1st Cycle/Kindergarten, by the Parents and Guardians present.
 9. All Parents and Guardians present at the meeting who have children in the class are eligible for election.
 10. The outcome of the meeting referred to in the previous point shall be recorded, prepared at the end of the meeting and communicated to the school administration.
 11. They shall participate in all Class Council meetings, except those intended for the summative assessment of students.

Article 142

Non-compliance with duties by parents or legal guardians

1. The conscious and repeated non-compliance by parents or guardians to fulfill the duties set out in the previous article in relation to their underage or non-emancipated children or dependents, results in their liability under the law and the Student Statute;
2. The following are considered particularly reprehensible breaches of the duties of parents or guardians:
 - a) The failure of their children or dependents to comply with enrollment, attendance, punctuality, and participation obligations, as well as the lack of justification for such failures, as established in the Internal Regulations.
 - b) Failure to appear at the school when their children or dependents reach half the limit of unjustified absences, or failure to appear or to respond in cases where their participation is mandatory within the context of disciplinary proceedings initiated against their child or dependent, as stipulated by current legislation.
 - c) Failure by their children or dependents to carry out the remedial measures defined by the school under the Student Statute, or failure to participate in school and community integration activities resulting from the application of corrective and/or disciplinary measures, as well as failure to attend consultations or therapies prescribed by specialized professionals.
3. Repeated non-compliance by parents or guardians with the duties mentioned in the previous point will be reported by the school to the appropriate child and youth protection commission or to the Public Prosecutor's Office, in accordance with current legislation.
4. The conscious and repeated failure by parents or guardians of underage students to comply with the established duties may also lead, by decision of the Commission for the Protection of Children and Young People or the Public Prosecutor's Office, following the analysis carried out after the communication referred to in the previous number, to the mandatory attendance of parental training sessions, to be promoted by the Cluster's EMAEI whenever possible, with the participation of the CPCJ of Valongo and technical staff from the Public Prosecutor's Office.
5. If the family is receiving socioeconomic family support from the State, the situation will also be reported to the competent services for reassessment, under applicable legislation, of any social benefits related to the school attendance of their children or dependents, not included in the scope of school social assistance or school transport received by the family.
6. Failure by parents or guardians to comply with the provision in point b) of paragraph 2 of this article presumes their agreement with the disciplinary measures applied to their child or dependent, unless they can prove that the school failed to follow any of the mandatory procedures required by law.

Article 143

Administrative Offenses

1. The continued, conscious, and repeated non-compliance by parents or guardians of underage students with the duties outlined in paragraph 2 of the previous article, in addition to refusal, failure to attend, or ineffectiveness of the parental training sessions mandated and offered in accordance with that article, constitutes an administrative offense.
2. The administrative offenses described in paragraph 1 are punishable by a fine equal to the maximum amount established for students in Category B (Escalão B) for the school year or education cycle attended by the student in question, according to the regulations governing support for school social assistance in acquiring school materials.
3. Without affecting the following paragraph, when the sanction results from the failure of parents or guardians to fulfill their duties concerning more than one dependent, a separate offense record is drawn up for each student concerned.
4. In the situation referred to in the previous paragraph, the total amount of fines may not exceed, within the same school or Cluster and in the same school year, the highest maximum amount established for a student in Bracket B of the 3rd Cycle of basic education, under the regulations defining support within the scope of school social action for the acquisition of textbooks.
5. For parents or guardians whose children benefit from school social assistance, instead of the fines mentioned in paragraphs 2 to 4, the sanctions may include the loss of the right to school support and the obligation to repay it, provided that the support is not serving its intended purpose for the student.
6. Negligence is punishable.
7. It is the responsibility of the Director-General of School Administration, upon proposal by the Director of the Cluster, to prepare the official reports, to carry out the instruction of the respective administrative offense proceedings, without prejudice to the collaboration of the educational inspection services in matters of education, and to impose the fines.
8. The proceeds from fines imposed under the terms of the preceding paragraphs constitute the Cluster's own revenue..
9. The failure, due to reasons attributable to the parent/guardian or their student, to pay the fines referred to in paragraphs 2 to 4 or to fulfill the obligation to reimburse school support established in paragraph 5, when required, may result, by decision of the Director of the Cluster, in:
 - a) In the case of parents or guardians to whom the alternative sanction under paragraph 5 was applied, deprive them of the right to school social assistance for school materials in the following school year;

- b) In all other cases, apply a fine equal to double the amount set out in paragraphs 2, 3, or 4, as applicable.
- 10. Without compromising subparagraph a) of paragraph 9, the maximum duration of the alternative sanction provided for in paragraph 5 is one school year.
- 11. For all matters related to administrative offenses not covered in this law, the provisions of the General Regime of Minor Administrative Offenses (Regime Geral do Ilícito de Mera Ordenação Social) shall apply.

Section 9 – Support Structures for the Educational Community

Article 144

Supporting structures

- 1. The different support structures for the operation of the Cluster are:
 - a) Canteens and snack bar;
 - b) Printing/photocopying services and school supplies store;
 - c) Sports hall and playing field;
 - d) IT rooms and “Future Classrooms” in the 1st cycle;
 - e) Laboratories;
 - f) School libraries and Learning Support Centers;
 - g) Student and Family Support Office (GAAPF).

Article 145

Operation

- 1. Each of the structures referred to in the previous paragraph must have its own rules/regulations/procedures manual for operation, which the Headteacher shall make public to the educational community at the beginning of each school year, along with the operating hours. In the absence of this information, the provisions from the previous school year shall remain in effect.