

Regulation

2025/2026

EN



Purpose

These Regulations set out the structure and organisational rules arising from the implementation of Scholé's educational project and apply exclusively to the Scholé Project (hereinafter referred to as Scholé).

Any doubts regarding the provisions contained herein should be clarified in the light of the educational project and the legal regulations in force.

The objectives of these Regulations are:

- To ensure knowledge and understanding of Scholé's organisational structure;
- To promote understanding and respect for the operating rules, rights and duties of all Scholé members;
- To promote the active participation of all Scholé members, as well as the surrounding community.





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Structure and Governance

Scholé's management structure is comprised of a Management Board, an Executive Board and a Pedagogical Board.

Scholé is composed of a team of employees who carry out the educational project, in a system of autonomy of action and in accordance with the values advocated by the school.

The Pedagogical Direction is responsible for:

- Ensuring the implementation of the educational project and guaranteeing that everyday action reflects the principles and values advocated in that same project;
- Training and guiding the teaching team to design and facilitate learning projects that respond to the aims of the educational project and fulfil the guidelines of the learning arches methodology.
- Promoting liaison between members of the educational community, ensuring effective coordination and collaboration to promote the development of each child;
- Collaborate with the Board of Directors in representing the school at national and international organisations;
- Promoting and inspiring continuous innovation and lifelong learning among all educational agents.

The pedagogical advisors/teachers are responsible for:

- Act in harmony with the principles and procedures regulated by the guiding documents of the educational project;
- Facilitating daily dynamics through collaborative action between all parties;
- Collaborating to enrich educational proposals with ideas, sharing and effective work;
- Being receptive to the ideas of others;
- Giving voice, time and space to children's learning;
- Being firm on principles and sensitive to the desired educational process.
- Collaborating with the Pedagogical Direction to ensure continuous communication with families;
- Sharing any information relevant to monitoring and promoting the child's development with the Board of Directors and the other pedagogic team.

The success of the project depends on the collaborative dynamic established between all the parties involved.

Families who sign up to the educational project make a commitment to participate in its development.

Pedagogical approach and organisation

From the Greek Scholé, 'free time, leisure; that in which leisure is employed; learnt discussion'.

As explained in the school's educational project, Scholé was designed as the pursuit of life wisdom (Goodale and Godbey, 1988). Aristotle said that work and leisure are both necessary, but that the principle of all (good) action is leisure. The Scholé is thus a place where people go to discover what they didn't even know they wanted to learn, a place of learning created from the child and their genuine and natural interest in exploration.

The educational guidance of the children who attend Scholé follows the curricular guidelines recommended by the Ministry of Education, but is not limited only to those guidelines.

Scholé's pedagogical approach is based on a Danish-inspired project (Kaospilot), which is experimental and experiential, complemented by other approaches and methodologies (e.g. Playful Learning, Montessori, Design Thinking, Tinkering, among others), allowing each child to achieve the objectives set, feeling challenged, free and competent. The pedagogical approach is described in the school's educational project.

Scholé offers a range of learning, including:

- Preschool, for children from the age of 3;
- "Iniciação", for children attending elementary school.

In the educational guidance of any of the classes, free moments of Being, Playing and Doing are valued.

During curriculum extension hours, the school also allows the use of its facilities for the development of other complementary and leisure activities, participating with those interested in finding the necessary resources for their implementation.

Extension time means the time the child attends before and after the curriculum programme. After school activities are free, with the possibility of using the material resources available in the space and do not require any additional payment.

Complementary activities that may take place during the extension period are optional and require prior enrolment.

Every six months, and taking into account the interests of children and families, Scholé presents a list of complementary activities that children can sign up for.

These activities can only take place if there is a minimum number of participants and require a commitment to pay for at least one semester.

Assessment

Assessment of learning is seen as an integrated process in the teaching-learning cycle, including a set of procedures which, in addition to certification, is a strategy for supporting and promoting learning and the holistic growth of the child. It is important that teaching teams, in close collaboration with families, know how to observe, assess, monitor and follow up on the different areas of children's development, ensuring that the Scholé child's profile is pursued and that the school's educational project is operationalised.

The pedagogical design of each learning project includes the design of assessment strategies and instruments appropriate to each project. This assessment includes moments and instruments for self-assessment and peer-assessment, diagnostic, process and results assessment.

A global qualitative assessment is issued for each pedagogical project, demonstrating the competences, attitudes, values and knowledge that have been put into practice and acquired.

Every six months, families are given a global development and qualitative assessment report that covers multiple dimensions (cognitive, emotional and social).

The principles and procedures to be observed in the assessment of children enrolled in preschool are established in the Curriculum Guidelines for Preschool Education.

In the case of children in Elementary school, the principles and procedures are defined by Essential Learning, the Profile of Learners Leaving Compulsory Schooling, the National Strategy for Citizenship Education and other legal regulations in force.

Student assessment is governed by the legal regulations in force.

All educational agents - students, staff, families - also actively participate in the process of continuous feedback on the various dimensions of the school (facilities, resources, equipment, environment, school culture, pedagogy, projects). These moments of feedback are organised at least at the end of each project with the staff and with each group of learners, and are also organised at least once a year at the general parents' meeting, known as Cais com Pais.

Admission, Enrolment and Payments

The admission process has been designed to ensure that families and children potentially interested in Scholé have the opportunity to get to know the school's educational project, pedagogical approach and culture in advance, as well as the internal regulations and operating rules; and that the teaching team has the opportunity to get to know the families and children and understand whether they identify with the values and commitment upheld by the school.

Visits to the facilities are organised throughout the year and must be booked in advance by email.

During the admission period for new students, families must:

- fill in an online form expressing their interest in enrolling;
- select a period (morning / afternoon) for a trial and interview with the teaching team (the child's presence is compulsory at this stage of the process).

The criteria for prioritising selection are:

- Family members attending Scholé;
- Children of Scholé employees;
- Enrolment under protocols with companies/organisations;
- Date of application.

Priority is also given to students who already attend the school for the transition between levels (from Preschool to Elementary). In this case, enrolment is also subject to the following conditions:

- Individual assessment of the child's learning process by the Pedagogical Directorate;
- Existence of vacant spots.

Once the admission period is over, the teaching team meets to assess the applications of all potential applicants and communicates its decision in writing to all families within 10 working days.

Enrolment is only considered valid once the enrolment fee has been paid and the enrolment documents have been duly completed and signed. This process must be completed within 10 working days or the place will be made available to another candidate.

Renewal of enrolment for subsequent school years must be formalised by the 15th february each year.

Renewal of enrolment is only valid once the renewal fee has been paid and the enrolment documents have been duly completed and signed.

Enrolment and renewal of enrolment certify that the student's family is aware of, agrees with and accepts the regulations and prices in force for the school year in question.

Admission, Enrolment and Payments

The school reserves the right not to accept re-enrolment from families and students who:

- have unpaid tuition fees or other fees from previous school years without payment agreements or have failed to honour payment agreements;
- have made false declarations at the time of enrolment or during contacts with the teaching team/Direction;
- have repeatedly failed to comply with the rules in force at the school with regard to attendance, punctuality, behaviour, communication or civility, without there being an effective commitment from the family and the child to change these practices;
- it is clearly understood that they do not benefit from the school's pedagogical approach, and it is advisable for them to move on to other models/educational establishments.

Enrolment and renewal fees are not refundable in any case.

Enrolment in any of the educational programmes is considered valid on presentation of:

- The student's enrolment form and biographical note;
- The child's identification document;
- Parent's identification document;
- Vaccination record (up-to-date vaccination record that can be downloaded via the SNS24 app) and medical report (in situations of chronic illness or whenever considered relevant);
- 1 up-to-date photograph of the child (passport size);
- Declaration of authorisation to digitalise personal data to create the child's individual file;
- Statement authorising the digital recording (e.g. photograph, video) of the child for the purposes of recording the child's individual portfolio;
- Declaration of authorisation to travel outside/in the surrounding environment (only applicable to trips within the community). All other trips will be subject to prior information and authorisation;
- Proof of payment of the enrolment/renewal fee.

The price list is updated and communicated annually during the enrolment/renewal period and always applies to the following school year.

Scholé's tuition fee is calculated on an annual basis and can be divided into 11 monthly instalments if families prefer.

Non-attendance on certain days, weeks or months does not exempt from paying any monthly instalment of tuition fees.

In the case of absences of more than 10 consecutive working days, a discount on meals is applicable, and in these cases, the notice of absence must be sent to the school in writing (email) no later than 5 days beforehand.

Absences due to sudden and prolonged illness are not subject to prior notice.

Admission, Enrolment and Payments

In the case of the annual tuition fee payment option, and in order to benefit from the applicable discount provided for in the price list, the amount must be paid by 30 September.

If families choose to pay the tuition fee in monthly instalments, payment must be made by the 5th of each month by bank transfer or education ticket.

Failure to meet payment deadlines will result in a 25 per cent increase in the amount owed.

Requests for cancellation of enrolment or withdrawal from school must be submitted in writing and the following consequences apply:

- Cancellation or withdrawal by 31 December: obligation to pay 50% of the annual tuition fee;
- Cancellation or withdrawal after 31 December: obligation to pay the full annual tuition fee.

In the situations referred to in the previous point, it is up to the school management to analyse exceptional conditions.

The school should always be informed of the educational establishment to which the child will be transferred, in order to facilitate the transition of the academic process.

Attendance, School Calendar and Timetables

The school calendar is defined annually, in line with the Ministry of Education's guidelines and taking into account the specificities of the school's project pedagogy; and publicised to the educational community via the internal communication platform (Growappy) and at the first Caiscom Pais (general parents' meeting).

The school is closed annually on the following days:

- National holidays;
- Carnival Monday and Tuesday;
- Easter Monday;
- St John's holiday;
- 24th, 26th and 31st December and 2nd January;
- One week per semester for exclusive work of the teaching team and cleaning/maintenance of the facilities (on dates to be defined annually in the school calendar);
- On occasional days, due to force majeure and/or prior communication to the Scholé community.

The calendar may change throughout the year for reasons of force majeure. Any changes will be communicated as soon as possible via the internal communication platform (Growappy).

The school calendar includes school breaks, distributed throughout the year, which allow families to coordinate and schedule any absences in good time without jeopardising school activities.

Scholé is open between 7.30am and 7.30pm. Any changes to this timetable will be occasional, for reasons of force majeure and communicated to families in good time.

Timetables for teaching activities are presented before the start of the school year and are drawn up in line with the Ministry of Education's guidelines.

Preschool activities take place between 9.30am and 4pm. Teaching activities in the Elementary programme take place between 9.30am and 4.30pm, except on one day of the week when they finish at 6pm, after the Rugby lesson.

Children should arrive at school before the scheduled start time so that they can prepare for check-in, which must begin at 9.30am. Repeated lateness in the morning will be assessed by the pedagogical team and discussed with families. If the practice is repeated (6 or more days late for each learning project) and the family is unwilling to comply with the established timetable, the school management reserves the right not to renew the student's enrolment for the following school year.

Any changes to entry/exit times must be occasional and notified in writing via the internal communication application (Growappy).

Attendance, School Calendar and Timetables

Attendance at school activities is compulsory, and children are only expected to be absent for exceptional reasons. Regular participation is essential for children to feel part of the educational community, to establish and strengthen emotional bonds, to take ownership of daily routines and to be able and feel competent within the project, understanding the dynamics and links between concepts, competences and proposed objectives.

Naturally, there are exceptional situations that justify absence from school, such as medical appointments; renewing documents and/or legal commitments; sudden illness; etc. In these cases, it is essential that families notify the school via the internal communication platform (Growappy).

Absences for leisure reasons should preferably take place during breaks between projects or during holiday/closure periods in order to minimise the impact on the children's development and learning process. In these cases, too, there are exceptions that must be assessed by the Board. Families are required to coordinate with the Pedagogical Director, notifying the period of absence in good time and agreeing on possible actions to accompany the project/learning.

Repeated absences without a justifiable reason may constitute unjustified absence. The limit of unjustified absences per school year is 10 days. Once this limit has been reached, the Pedagogical Director may propose that the student be retained or not re-enrolled for the following school year.

Coexistence, rights and responsibilities

Schol  is organised on a community and participatory model. The design of the spaces, the mechanisms for managing entrances and exits, and the daily routines are all designed to promote participation and interaction between the different elements of the educational community.

The school wants to be a space for living, experimenting and sharing. For this space to work and for the community to be organised and respected, it is important that the rules of coexistence, rights and duties of each person are known, respected and enforced.

Schol 's educational project explains the values, culture and organisation of the educational environment. In this section, we will focus on the fundamental principles to be respected by all educational agents.

We believe in, and strive every day to build, an educational environment that is welcoming, caring, respectful, responsible and inclusive. It is therefore expected that everyone (children and adults):

- respect themselves and others, treating and demanding to be treated with respect, dignity and kindness, both through words and actions/behaviours;
- feel safe and contribute to a safe environment, avoiding any actions, physical or verbal, that could hurt others physically or emotionally;
- commit to the school rules and demand that others comply with them, to ensure a fair, collaborative and supportive environment;
- challenge themselves to grow and help others in their own growth process, striving every day to learn and improve in knowledge, skills and relationships;
- assume their personal responsibility and promote the responsibility of the educational community by being assiduous, punctual, participative, collaborative and accepting the consequences inherent in failing to fulfil a task or standard;
- contribute to valuing the educational community, realising that compliance with the rules and respect for Schol 's values does not end within the walls of the school but must be lived and demanded even in activities carried out outside, because we all have a role to play as citizens and because we are all ambassadors and representatives of Schol .

The school's rules of coexistence are defined by the children and counsellors at the beginning of each school year and publicised to the entire educational community (posted in different areas of the school, in Portuguese and English). These rules must be complied with by everyone who chooses to join Schol , adults or children.

Throughout the year, we endeavour to enable children to respect these rules autonomously and proactively, intervening whenever necessary to help them regulate themselves and understand the impact of their actions. Limits are clear and firm and managed with respect, and consequences are always related to the action and limited in time.

Coexistence, rights and responsibilities

Failure to comply with the rules, by omission or by adopting language and behaviour that is contrary to Scholé's values and norms, presupposes that the team adopts restorative practices, getting actively involved to understand the situations, guiding the children so that they are able to reflect on their choices and the impact of their actions on the group and community.

It's important to realise that in situations of conflict, confrontation or bullying (whatever you want to call it) there is always more than one person involved and there is always more than one perspective. Aggressors or victims, bullies or targets, both are children, both are in a very vulnerable situation, both need to feel accepted and both need help, even if it's different kinds of help.

When non-compliance with the rules and disruptive behaviour become repeated, the pedagogical team will meet with the family and the psychology team accompanying the school to define alternative strategies and action plans agreed upon by everyone.

Children's rights and duties must always be considered in the light of the legislation in force, namely the Student Statute, Law no. 51/2012, of 5 September.

Nutrition

At Scholé, food education is one of the school's fundamental values, as it has implications for individual well-being, community relations and the sustainability of the planet.

Scholé's food offer, although provided by a private supplier, is guided by a nutritionist and follows the recommendations of the Directorate-General for Health, through the National Programme for the Promotion of Healthy Eating, in conjunction with the Directorate-General for Education.

The main recommendations concern the promotion of a healthy, diversified and sustainable diet, but include, for example:

'School meals aim to promote the health of children and young people through the provision of nutritionally balanced lunches...'

'The school has a duty to promote traditional forms of cookery, namely the promotion of the Mediterranean Diet and its ways of cooking.'

'The school canteen should be a place for non-formal learning, namely respect for food, avoiding and combating food waste, rules of coexistence and the development of positive attitudes towards new foods and new flavours.'

The food education work also includes workshops that the nutritionist organises with the children on a monthly basis and feedback sessions in which we collect opinions on the dishes on the menu and suggestions for new dishes, taking into account the rules in force.

The school provides three meals for the school community (adults and children): morning snack, lunch and afternoon snack. It is not permitted to bring in or consume outside food or drink, except with prior authorisation from the school management or on duly scheduled festive/theme days.

The preparation of school meals seeks to promote food variety, different flavours and textures, respecting the regulations in force without being restrictive.

Fresh, seasonal and local is favoured whenever possible; ultra-processed, canned and refined foods are kept to a minimum.

School lunches include soup, a main course, fruit and water. The main course is rotated (vegetarian on Monday, meat or fish alternately on the other days). There are three fruit alternatives for dessert each day.

The composition of the lunchtime meal is calculated to fulfil the energy needs of each age group, so any change to the items presented means that the meal is incomplete and nutritionally unbalanced (e.g. removing the soup; removing the protein; etc.).

Every day, the children are invited to try all the lunch options, and the team tries to help them progressively discover new flavours and increase the range of foods they eat.

Nutrition

In the case of children with more restrictive eating habits or who, because they are in a new country, need more time to adapt to the cuisine and eating habits, the team and the family will work together to gradually help the child discover new foods and ways of cooking. It is expected that the child will evolve towards a diversified and healthy eating pattern, and families should feel comfortable with this option upon enrolment.

In cases of dietary restrictions due to health problems that have been duly signalled and proven by a doctor's statement (or that of a competent technician), the school management will work in collaboration with families, the nutritionist and clinicians/technicians to assess and implement alternatives.

The weekly lunch menus are published in advance and mention the allergens present in the dishes that will be served.

Communication

Communication between the different agents of the educational community is facilitated in a school where the presence and effective participation of all members (staff, children, families) is encouraged.

Considering that all elements of Scholé's educational community are united by a common purpose - to offer a quality learning and cognitive, affective, social and emotional development experience, allowing children to experience agency and autonomy in a safe context and with the support of conscientious and responsible adults - it is important to ensure that relationships and communication between the different educational agents are based on principles of mutual respect and a constructive attitude.

At Scholé we make a conscious effort to respect the following principles:

- any communication is preceded by a context, a background or even just a situation that shapes the way we communicate with others. When observing a situation, we need to learn to defer our judgement, to be able to take in all the information and to accept different perspectives. If we start from a prior assessment, without giving ourselves and others the benefit of the doubt, we limit our ability to communicate and restrict the other person's willingness to communicate with us (nobody likes to feel labelled and, naturally, we tend to become more resistant);
- any communication involves emotions and it's important to be aware of the impact our emotions can have on our language, verbal and non-verbal, but it's equally important to learn to identify the emotions of others even when they don't verbalise them. It's not a question of being experts in emotions, but of realising that, contrary to what we might think, emotions are rarely left at the door and ignoring them in the context of communication is the first step towards a failed message;
- during communication there are always different perspectives and different needs, depending on the interlocutors. Each person's perspective, whether right or wrong, is important for us to be able to read situations better and identify courses of action. Even if we can't meet everyone's needs, it's important to recognise them;
- when I communicate and want to achieve a result, it's important to be clear. Assertive communication ensures that our message is understood by others and gives them the opportunity to debate or justify their position if they don't agree.

None of these communication principles will work or be useful if we don't take into account two essential premises:

- the main role in school belongs to the students. In all situations, they will always be prioritised in communication, whether it's a compliment, a warning or a reprimand. We work every day to help them to use their voice, to claim their right to participate, to have their say, to defend their ideas and actions (but this means, for example, that when they forget a task or make a mistake, we will also talk to them first - and not their parents).

Communication

- we will always talk to people and not about people and we urge everyone to do the same. The school is open on a daily basis, the communication platform is available around the clock, the Pedagogical Director is flexible and tries to schedule meetings whenever requested in a prompt manner, the Parents Meetings are frequent and open to everyone's participation, so there is no reason why communications, whether compliments, doubts or complaints, can't be transparent, honest and addressed directly to those who can hear them and act on them. We understand that social networks and communication platforms used by parents outside the school are essential for promoting social interaction and relationships, but we urge you not to use them to clarify doubts or debate internal school problems, otherwise they will be reductive forums, not very inclusive and certainly lacking the legitimacy and transparency to allow for valid dialogue and solutions.

The official communication channels are different depending on the type of message, so please use them correctly:

- messages relating to administrative or financial matters (enrolment, registration for activities, payments, etc.) should be sent via email to projetoschole@gmail.com);
- messages relating to pedagogical matters (e.g. scheduling meetings with the teaching team) should be sent to the Pedagogical Director (via email, sofia.sousa@schole.pt ; or by direct message on the Growappy communication platform);
- messages relating to day-to-day matters (e.g. messages about absences, delays, authorisations to leave with other people) should be sent via the messages feature on the Growappy communication platform.

Additional information

While it is not possible to list all the situations that could be included in these regulations, we have tried to highlight those that, while essential to the functioning of the school, are also the ones that most often generate difficulties in management, relations and non-compliance:

Uniform

Upon enrolment, Scholé provides all students with a kit that includes a backpack and a uniform consisting of a T-shirt, a jacket, a windcoat and a hat. The uniform is not compulsory to wear on a daily basis, but it is MANDATORY to wear it when going outside, so it must always be at school. No child will be allowed to leave the school without their uniform. The backpack and any items of uniform or personal items in the locker must be taken home on Fridays (or during the school holidays) so that they can be sanitised and the lockers can be properly cleaned.

Personal items

Each child MUST have a toiletry bag (with toothbrush and toothpaste) and a pair of comfortable shoes for exclusive use inside the school. Children who take naps should also bring sheets, blankets and a pillow. It is also recommended that all children have a change of clothes.

Each child can bring toys or books to school if they wish. Please note that personal items can only be brought to school if they can be shared and stored in the yellow drawers in the classrooms. For safety reasons, personal items should not be placed on top of the entrance cabinets.

Digital equipment

Digital equipment (e.g. mobile phones, games consoles) may not be brought in unless authorised by the management.

Outings

Understanding that learning does not end in the Scholé building, activities that require leaving the premises will be regularly scheduled.

At the time of enrolment/renewal of enrolment, parents will be asked to declare that they are aware of this policy on learning outside the school, on the assumption that they authorise all outings within the boundaries of the surrounding community, which can take place on foot and/or by public transport, which are organised in the surrounding community and which take place within the curriculum timetable.

In the case of outings involving private public transport logistics, longer distances and different times than usual, prior notification will be given.

In exceptional cases and if the amount available does not allow for this funding, the intention and costs of the outing will be communicated to the parents in advance and the decision will be up to each family.

Additional information

Health

Children who show any symptoms of illness are not allowed in Scholé.

In all cases of febrile conditions (temperature over 38°), families will be contacted about the child's state of health. In the case of families who have authorised medication at the time of enrolment, it will be administered according to the family's instructions. In the case of families who have not authorised the taking of medication, they must collect the child from school within 30 minutes of the initial contact.

In the event of a serious or contagious illness, the child will only be allowed to return to Scholé on presentation of a medical declaration proving that there is no danger of contagion.

When symptoms of illness are detected at school, parents will be contacted and asked to collect the child as soon as possible.

If the child needs medication while at Scholé, families must present a doctor's prescription or send a statement of responsibility for the option administered (via Growappy or email). The medication to be administered must be labelled with the child's name, dosage and time of taking.

In the event of an accident or sudden serious illness, families will be contacted immediately and the children will be taken to the local public hospital of reference (Hospital São João).

Nits and Lice

Families have a duty to report any cases of lice contamination to the school. For a school to be able to effectively combat an outbreak of infection, it is essential that cases of lice contamination are detected and treated, and sharing information quickly is essential. Anyone who chooses to remain silent or does not start the necessary treatment immediately contributes to the spread of the infection and ends up harming the affected child.

If it is known, the school must notify all families so that treatment or preventive action can be initiated.

If a child with nits, lice or eggs at a distance of less than 1 cm from the scalp is reported at school, the family will be notified immediately so that they can collect the child from school as soon as possible and start the appropriate treatment. The child can return to school as soon as the first treatment has been carried out, provided the family gives a written commitment (by email or via the Growappy internal communication app) to continue with the additional treatment.

Vaccinations

When enrolling and/or renewing your enrolment, families will be asked to present the child vaccination card. The National Vaccination Programme in Portugal is a universal programme that is free and accessible to everyone in Portugal and aims to:

‘protect individuals and the general population against diseases with the greatest potential to constitute threats to public and individual health and for which there is effective protection by vaccination.

- at the individual level, the aim is for the vaccinated person to be immune to the disease or, in cases where this is not possible, to have a milder form of the disease when they come into contact with the infectious agent that causes it.
- at the population level, the aim is to eliminate, control or minimise the impact of the disease on the community, and the percentage of vaccinated people in the population needs to be as high as possible.”

Additional information

Authorisation to leave

When filling in the enrolment form, families are asked to indicate and identify the adults authorised to collect the child from school

Any changes, even occasional ones, must be communicated in writing (via the Growappy communication platform or email) or the child will not be allowed to leave the school premises.

Individual student file

The student's individual file accompanies him throughout his school journey.

Relevant information about the student's educational journey is recorded in the student's individual file.

In addition to the student, parents or guardians, if the student is a minor, members of the teaching team, the administrative services and members of the Pedagogical Directorate and the Scholé Directorate have access to the student's personal file.

Other teachers at the school, school psychologists and doctors or other professionals working and the Ministry of Education and Science departments with powers to regulate the education system may also have access to the student's individual file, with the authorisation of the school headmaster and in the strict fulfilment of their duties, in this case after notifying the headmaster.

The information contained in the student's individual file relating to disciplinary matters and personal and family matters is strictly confidential, and all members of the educational community who have access to it are bound by the duty of confidentiality.

Student's individual portfolio

The child's individual portfolio must be organised in its own folder and available for consultation by any teaching staff member and their family.

The individual portfolio includes all the records produced as part of the individual and/or collective learning projects, and it is the responsibility of the teacher (in the preschool group) or the child, under the supervision of the teacher (in the Elementary group) to archive the elements.

It is the responsibility of the educational teachers to check/update the portfolios, ensuring that they are as accurate a representation as possible of the project work carried out by the child/group.

The portfolio can be consulted on the school premises or at home by families, with the obligation to return it on the next working day.

Additional information

Access to the school

Access to the school is via a personal code or RFID tag provided to each family. Each family is responsible for the careful use of their entry code/tag.

To ensure the safety of the children in the building, it is imperative that all families undertake not to allow strangers access - if in doubt, and if someone rings the bell or is at the entrance and wants to come in with you, please ask if they belong to the school or alert someone from the Scholé team.

Entry to the school requires the use of the shoe covers available at the entrance, except on project/party presentation days or after 6pm.

Parents' involvement

In a school that is also about families and for families, it is imperative that families know, understand and respect the culture, values and organisation of this educational community.

Every adult who chooses to join Scholé's educational project also chooses to be a role model for the children: a model of learning, a model of citizenship, a model of relationships, a model of communication...

Children learn from what they read, from what they research on computers, from what they learn to do, from what they experience being, from what they observe in the actions of others. And they look to the adults around them for role models.

We ask the families who choose to join our Scholé to take on this responsibility, to read the educational project, to know our rules, to respect our values and to act in accordance with our culture. And when they don't, that they know how to welcome feedback from staff or children and know how to apologise and correct their actions.

Knowing about the project and being willing to participate is a right and duty all families have.

Each family is given a personal code that allows them access to the facilities during school opening hours. They can access the common areas and activity rooms, and only have to respect and wait if there is any activity going on that they anticipate could be disturbed by their entry.

Families are also invited to take part in the learning projects, knowing the themes and being able to offer to organise activities.

Throughout the year, the school tries to organise events for adults on different themes, both to promote relationships and interaction between families and to promote training in areas related to child development and learning.

Common sense

Common sense will probably dictate all the issues not foreseen in this document (if we're silent, don't talk; no shouting or running in the school corridors; in the event of a fire, don't use the lifts; if something is blocked with a big STOP sign, chairs or paper tape, please don't mess with it...and so many other signs!).

Whenever this is not the case, please contact a member of the yellow team, ask for a meeting with the Pedagogical Director or write us a message. We don't have the answer to everything, but we're willing to think together.