

EYFS

PARENT HANDBOOK

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Welcome

Dear Parents and Guardians,

Welcome to the Early Years Foundation Stage (EYFS) at Bright International School! It is with great joy that we invite you to join us on this exciting journey of exploration and growth for your child. The early years are a magical time, and our programme is designed to nurture a lifelong love of learning while fostering curiosity, creativity, and confidence in every child.

At Bright International School, we follow the Cambridge Early Years curriculum, which provides a robust framework to support your child's development across all areas of learning. This internationally recognised curriculum balances structured guidance with the freedom for children to explore and discover, ensuring a strong foundation for their future academic success.

Our purpose-built spaces have been thoughtfully crafted to inspire young minds and support their holistic development. Whether through imaginative play, hands-on exploration, or quiet reflection, we create opportunities for every child to flourish socially, emotionally, and academically.

We also value the importance of community. Bright International School celebrates diversity and inclusion, bringing families from different backgrounds together to create a strong sense of belonging. Through collaboration and shared experiences, we foster empathy, respect, and intercultural awareness—qualities that will serve your child well as they grow into global citizens of tomorrow.

As the Early Years Coordinator, my goal is to ensure that every child feels happy, safe, and inspired while building skills and knowledge in alignment with the Cambridge framework. I look forward to working closely with you to support your child's learning journey and create lasting memories during these important early years.

Thank you for entrusting us with your child's education. Through our partnership, we are confident that we can make these formative years full of wonder, exploration, and happiness.



Patrícia Cardoso

Early Years Coordinator

Email: p.cardoso@bright-is.com

Vision

At Bright International School, we aim to cultivate a vibrant community of empowered, reflective, and resilient learners who are inspired to grow academically, socially, and personally. We seek to instil core values that foster a love of learning and prepare students to thrive in an ever-evolving global society:

Respect: Honouring others, their histories, traditions, and beliefs, while fostering empathy and understanding.

Responsibility: Embracing accountability in personal learning journeys and contributing positively to our shared community.

Autonomy: Developing independence in acquiring, updating, and applying knowledge, nurturing lifelong learners.

Creativity: Encouraging innovation, adaptability, and problem-solving as learners approach new challenges.

Mission

At Bright International School, we are committed to providing a safe, inclusive, and stimulating learning environment that values excellence and growth. Our mission is to inspire each learner to become a confident, compassionate, and active citizen, prepared to contribute thoughtfully to their communities. Through close collaboration with families and the broader educational community, we nurture critical thinkers who are ready to meet challenges with responsibility and curiosity.

Aims

At Bright International School, we strive to:

- Deliver a broad and balanced curriculum that draws on global perspectives and fosters a deep understanding across a wide range of subjects.
- Embrace differentiated teaching to create meaningful learning opportunities, honouring the unique backgrounds, talents, and needs of each student.
- Promote language development and effective communication, enabling students to connect with diverse cultures and perspectives.
- Encourage transdisciplinary learning, equipping students with the skills to make meaningful connections across subjects and ideas.
- Develop inquiry-based learning and critical thinking skills, sparking students' natural curiosity and enthusiasm for discovery.
- Focus on building a solid foundation in analytical thinking, creativity, and adaptability, ensuring students are prepared for the demands of an interconnected world.
- Offer students the chance to engage in both individual and collaborative research and planning, empowering them to take ownership of their learning journey.

Equal Opportunities

At Bright International School, we are dedicated to enabling every student to reach their full potential, regardless of their background, ability, or circumstances. Our diverse community, comprising students of various nationalities, religions, and beliefs, enriches our school environment and fosters a broader understanding of the world.

We strive to create a supportive and inclusive atmosphere where all students feel valued and respected. By promoting acceptance and understanding, we ensure that every individual can excel both academically and personally.

We see diversity as a strength and celebrate each student's unique qualities, empowering them to make meaningful contributions to our school and beyond.

Behaviour Expectations

At Bright International School, we foster a positive and inclusive environment where young children learn to develop good behaviour through kindness, respect, and understanding. Our proactive approach to managing behaviour focuses on teaching and modelling positive interactions in a supportive and nurturing setting.

We encourage our youngest learners to be caring, curious, and respectful as they grow and explore their world. By promoting positive communication—whether through words, actions, or play—we help children build strong relationships and contribute to a happy, safe, and welcoming classroom.

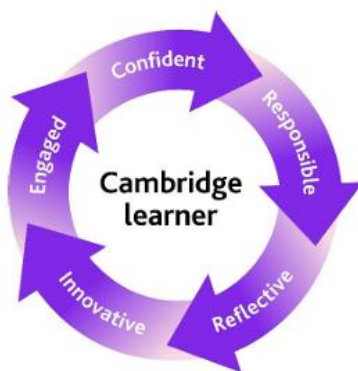
For more information about our approach, please see our Early Years Behaviour and Reward Policy.

Early Years Programme

Cambridge Early Years helps children to lay the foundations for lifelong learning, including:

- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in and across curriculum areas
- effective and confident communication skills
- understanding their personal and local context, as well as beginning to have global awareness.

The Cambridge Early Years is designed with the Cambridge learner attributes in mind. The five attributes recognize the importance of developing attitudes and life skills, alongside academic skills, from the earliest stages of children's education.



The Cambridge Early Years Curriculum provides a comprehensive set of learning statements that gives a structure for teaching and learning in two stages



Our Foundational Principles

- We understand that your child's learning journey begins long before they enter our doors. We embrace the unique blend of experiences from home, community, and early education settings to shape their growth.
- We believe that active participation and genuine engagement are the keys to unlocking your child's potential. Through hands-on experiences and supportive interactions, we ignite their curiosity and love for learning.
- Our approach nurtures every aspect of your child's development - physical, cognitive, social, and emotional - ensuring they grow into well-rounded individuals.
- Play is not just fun; it is the cornerstone of how young children explore, discover, and make sense of the world. We honour their natural inclination to play while gently guiding them towards meaningful learning experiences.
- We empower children to understand themselves as learners, fostering independence, resilience, and a thirst for knowledge.
- We recognise the profound role of language in learning. Through rich language experiences, we lay a solid foundation for literacy and effective communication.
- We weave mathematical concepts into everyday experiences, laying the groundwork for confident problem solvers.
- Early childhood is a critical time for skill acquisition. We prioritise the development of foundational skills that pave the way for future learning.
- We closely observe your child's progress, using this insight to tailor our approach and support their individual needs.
- Learning to navigate social interactions is as crucial as academic growth. We foster meaningful connections and teamwork skills that set the stage for lifelong relationships.
- As your child prepares to transition to primary school, we gently scaffold their journey, gradually introducing more structured learning experiences.
- Our curriculum is thoughtfully designed to be focused, rigorous, and coherent, ensuring every lesson contributes to your child's holistic development.

Teaching Approaches

At Bright International School we implement the Cambridge Early Years curriculum through the Reggio Emilia Approach which «(...) *places emphasis on children's symbolic languages in the context of a project-oriented curriculum. Learning is viewed as a journey and education as building relationships with people (both children and adults) and creating connections between ideas and the environment. Through this approach, adults help children understand the meaning of their experience more completely through documentation of children's work, observations, and continuous teacher-child dialogue. It is a pedagogy described as student-centred and constructivist that utilises self-directed, experiential learning in relationship-driven environments.*» ([Reggio Emilia Approach](#))

The values of the Reggio Emilia Approach® are:

1. Children are active protagonists in their growing processes
2. Progettazione/Designing
3. Organisation
4. Environment and spaces
5. The hundred languages
6. Participation
7. Learning as a process of construction, subjective and in groups
8. Educational documentation
9. Educational research
10. Professional growth
11. Evaluation

Cambridge Curriculum

Our curriculum is structured around six key areas, each encompassing a range of learning opportunities. All of these areas are equally valued and interconnected, and we believe it is essential to approach them in a balanced way, without prioritising one over another. Teaching and learning are designed to be holistic, enabling children to make meaningful connections between knowledge, understanding, and skills across different curriculum areas.

AREAS OF LEARNING	
Communication, Language and Literacy	Communication and language Literacy
Creative Expression	Art and design Music Dance Drama
Mathematics	Developing a sense of number Handling data Shape Space Measure
Personal, Social and Emotional Development	Developing self-regulation Building relationships Developing self-confidence Managing feelings and behaviour Maintaining health and self-care Developing responsibility and identity
Physical Development	Moving well Understanding movement Taking part in movement activities
Understanding the World	Scientific thinking Digital technology People, time and place

Characteristics of Effective Learning

Alongside these areas of development there are also the 'Characteristics of Effective Learning', which describe how your child learns best. The three Characteristics of Effective Learning are:

- Playing and Exploring – Engagement – Finding out and exploring, playing with what they know and being willing to 'have a go'
- Active Learning – Motivation – Being involved and concentrating, to keep trying, enjoying and achieving what they set out to do
- Creating and Thinking Critically – Thinking – Having their own ideas, making links, choosing ways to do things.

Staff will refer to these areas of learning and characteristics when planning and preparing activities and also when assessing and observing your child.

Assessment for Learning

At Bright International School, we take a systematic and holistic approach to assessing each child's progress across all areas of the curriculum. Our primary goal is to understand each child's development deeply, enabling us to plan the

most effective next steps for their learning journey. Regular observations are recorded to track progress, and we provide parents with reports twice a year—at the end of the autumn and summer terms.

Continuous assessment takes place daily, providing the most effective way to gather evidence of what children can do, what interests them, and how they interact with others. These assessments focus on early literacy, early numeracy, and personal, social, and emotional development. At Bright International School, we assess your child's learning to ensure our teaching and planning meet their individual needs.

Most of the evidence will be from observing children as they play and take part in activities, although sometimes we will also look at things they make, such as a piece of artwork or some paper with mark making. Each piece of evidence pieces together like a jigsaw to build a holistic picture of each child. This process can be represented as a cycle of Discover, Decide, Do.

Discovery - Assessment begins with discovery. Before making decisions about a child's progress, we first seek to understand where they are in their learning.

Decide - Once we have gathered insights into a child's learning and development, we carefully reflect on this information to make informed decisions about their progress.

Do - After reflecting on a child's learning, we move forward by taking action based on our decisions. This includes setting clear next steps for the child and planning activities accordingly.

Record and Report - While it is crucial to capture observations and document progress, we strive to keep these records concise to ensure we can continue engaging with the children. Some discoveries will naturally be shared in informal conversations with parents or carers at pick-up time, while others will be documented in more formal records.

To track and monitor each child's progress over time, we maintain a record of their development in relation to the learning statements. These records serve as:

- A tool for tracking and monitoring individual progress
- A means of reflecting on and planning the next steps in a child's development
- Evidence to support progress reports for:
 - Parents and carers
 - Future teachers or practitioners
 - Management within the setting

School Readiness

As the time for starting school approaches, some children transition smoothly, while others might require extra support and encouragement from the adults in their lives. Ensuring that children can enjoy school and have a positive beginning involves several key aspects:

- Well-developed personal skills: children should possess basic abilities like putting on their coat or feeding themselves independently
- Emotional and social maturity: it's crucial for children to feel emotionally ready, comfortable leaving their caregivers, and be accustomed to playing with other children in groups
- Effective communication and learning skills: children should be capable of communicating with teachers and peers and demonstrate an ability to sit attentively for a story, indicating their readiness to learn
- Good health: ensuring children are in good health includes keeping up with health check-ups, eye and hearing tests, and necessary immunizations. managing any health concerns promptly is essential.

We have compiled a set of helpful suggestions to assist you in preparing your child for the transition to school:

- Attend health check-ups and immunizations: ensure your child attends all health check-ups, including eye and hearing tests, and stays up to date with immunizations. A child's learning is greatly influenced by their overall health, so maintaining regular health assessments is crucial. If you have concerns about your child's development or wellbeing, consult a healthcare professional.
- Establish consistent morning and night-time routines: create stable morning and nighttime routines from an early age. a consistent schedule ensures your child is well-rested, setting a positive and calm tone for the day.
- Encourage independence: empower your child by encouraging them to follow instructions independently. this includes tasks like putting on and taking off their coat and shoes, using the toilet, washing their hands, and feeding themselves. fostering independence builds their confidence and self-reliance.
- Provide diverse play experiences: allow your child to explore various environments and engage with different resources. these diverse play opportunities broaden their understanding of the world and nurture their curiosity, enhancing their readiness for school.
- Engage in conversations, reading, and singing: spend quality time conversing with your child. Encourage them to express themselves, ask questions, and listen attentively to their responses. Reading stories, exploring books, and singing songs together enhance their speaking and listening skills, preparing them effectively for school.

Your child will really benefit from being as independent as possible when he/she starts school. Of course teaching staff will always be on hand to help, but children feel a real sense of achievement when they can accomplish things by themselves. Examples include being able to dress and undress independently.

Children will also have access to an outdoor space throughout the day, so being able to put their coat on and zip it up independently will really help them, as will being able to take off their jumper when they get hot. It also means that they can get straight to their playing and learning without having to stop and ask an adult for help.

Another important part of being independent at school is being able to use the toilet independently, including washing and drying their hands. It will also be helpful if they are able to blow their nose on a tissue and put it in the bin.

Parent-teacher Meetings

Parent-teacher meetings are scheduled for the end of the Autumn and Summer terms. Additionally, parents are encouraged to arrange meetings with their child's class teacher whenever necessary to monitor their learning journey.

Weekly Meeting Slots (by prior booking):

- Pre-Reception: Patrícia Cardoso is available on Wednesdays from 9 am to 10 am.
- Reception: Luisa Clark is available on Thursdays from 9 am to 10 am.

Transition to Cambridge Primary

At Bright International School, we follow a seamless progression from EY1 to EY2, and then onto Primary Stage 1 and Primary Stage 2. To support this transition, we actively promote activities that allow Reception children to experience Year 1 before moving up. These include opportunities to meet their future Class Teacher, engage in classroom activities, and familiarise themselves with the routines and environment of Year 1, ensuring they feel confident and prepared for the next stage of their learning journey.

School Day

We welcome children from 8.30 am. Pre-school children start their activities at 9 am.

All children enter the school building and are welcomed by a member of staff. Parents must say their goodbyes at the door and should not enter the school building.

This could be difficult for some children while they get used to their new school and routines, so it is important to make your child aware of this and prepare them as you feel necessary in advance.

Children can be collected either at 3 pm or at 4 pm. It is important for you to be prompt as the children will be tired during their first few weeks of school, particularly if they are not used to doing full days at school.

If you are going to be late in the morning, or if you are late collecting your child from school, please contact your child's class teacher through ClassDojo with the maximum forewarning possible.

If someone other than a parent or guardian will be dropping off or collecting your child, kindly inform the school office via email. Your message should include written permission along with a copy of the individual's ID/passport. Failure to notify the school of this change and provide written permission and identification for the designated person, will result in your child not being allowed to leave until we have contacted a parent.

Attendance and Punctuality

While Early Years education is not compulsory in Portugal, regular attendance and punctuality are vital for your child's learning, development, and socialisation. Every day at school provides valuable opportunities for growth and progress.

Attendance

- We formally record your child's attendance and lateness.
- If your child will be absent, please notify us by 8:30 am.
- Absences should be reported directly to the class teacher via ClassDojo or by emailing office@bright-is.com

Punctuality

- The morning register is taken promptly at 9 am.
- Arriving on time ensures your child makes the most of their day while minimising disruption to the class.
- Punctuality also applies to pick-up times, as our Early Years setting closes at 4 pm. We kindly ask that parents collect their children promptly to ensure a smooth end to the day for all.

School Trips and Excursions

School trips and outings are wonderful opportunities for young children to explore, learn, and connect with the world around them in a hands-on way. These experiences are an important part of our Early Years curriculum, and we encourage all children to take part.

Parents will be informed in advance about any planned outings, and a permission form will be sent home for signature to confirm their child's participation.

For scheduled trips, if a child is unable to attend, they will need to remain at home on the day of the outing.

Extracurricular Activities

At the start of the school year, parents will receive information about the range of extracurricular activities available. Learners will have the opportunity to participate in taster sessions for each activity, allowing them to explore and choose their preferred options.

Extracurricular activities for preschool children will take place from 3 pm to 4 pm. To enrol their child in any of these activities, parents should contact the school office at office@bright-is.com.

Personal Digital Devices

To support a safe and engaging learning environment for our youngest learners, the use of personal digital devices, such as smartphones, smartwatches, and tablets, is not permitted within the Early Years setting.

We kindly ask parents to help us maintain a distraction-free space that encourages active learning, exploration, and meaningful interactions.

School Uniform

At Bright International School, all learners are required to wear the school uniform during school hours and for any school-organised events outside of regular hours, unless otherwise specified for special occasions.

We believe that effective teaching and learning start with good organisation, and a neat, smart appearance fosters both discipline and pride in our students.

Your child's school shoes must be easy for your child to take on and off independently. For safety reasons, children are not allowed to wear flip-flops at school.

The children will have P.E. twice a week. On P.E. days, the children will come to school wearing their P.E. kits and will stay in their kits all day.

We try to make sure items of clothing such as hoodies and jackets do not go missing and encourage the children to look after their own belongings, but inevitably things can go missing. Ensuring that all items of your child's school uniform, P.E. kit and water bottle are clearly labelled makes it easier for them to be returned to you. This also makes our going home routine smooth and calm.

Your child will spend a significant amount of time outside. All children therefore need to bring the school jacket to school in winter and the school cap in spring, so they are able to access all areas.

We do our best to ensure the children keep their uniforms as clean as possible by encouraging them to wear aprons when painting or playing with water. However, the children's uniforms are clothes for them to learn, play and explore in – and may get a little messy.

We kindly ask all parents to provide the following extra items to ensure their child is well-prepared for any unforeseen needs:

- full change of clothing including underwear and socks;
- spare footwear;
- comb or brush;
- school cap.

All items should be sent to school fully labelled with your child's name in a bag. This ensures that the children are comfortable in school with no disruption to parents if your child needs to be changed.

We also ask that all Reception children have a book bag for keeping books safe, along with any letters we may send home. For detailed information on School Uniform, please carefully read the School Uniform Policy.

Snacks and Lunches

The school provides all learners with nutritious and balanced snacks and lunches to ensure they receive the essential nutrients needed to support their academic and physical activities.

Each day, the children will have soup as a starter, followed by a choice of fish, meat, or vegetarian main course, accompanied by two sides and a salad bar. Healthy desserts with low salt, fat, and sugar content will also be provided.

The school menus will be posted on ClassDojo.

As a nut-free school, our kitchen will operate accordingly. Please inform our team if your child has any food allergies or intolerances.

Snacks will be provided around 10 am and 3 pm. Lunch will be served between 11.45 am and 12.30 pm.

Adherence to the school lunch programme is compulsory for all learners.

Additionally, every child must bring a water bottle to school. While we provide opportunities for children to refill their bottles throughout the day, having a personal water bottle ensures they stay hydrated and healthy.

Please note that we do not wash water bottles; this is the responsibility of the parents.

Jewellery & Toys

For the safety of all learners, we do not permit the wearing of jewellery, including rings, earrings, necklaces, and bracelets, while at school.

We kindly ask parents to ensure that children do not bring toys or jewellery from home, as the school cannot be held responsible for any loss or damage to personal belongings.

Stationery Supplies

All school stationery supplies are provided by the school and will be available in the classrooms.

Important Information

School Contacts

Telephone: (+351) 282 154 800

Emails: office@bright-is.com

Address: Parque Industrial de Loulé, Zona B, Lote 14, 8100-272 Loulé

Open Apply Registration

To ensure that parents receive all important school information, including details about school trips, events, and other updates, it is essential that parents register on Open Apply. This platform helps us keep parents informed and involved in their child's school activities, providing a seamless communication channel throughout the academic year. Please visit our website, click on "Registration of Interest," and ensure that all fields are filled in accurately.

Contact Details

To ensure Parents do not miss any emails from BIS staff, we encourage Parents to add the school's email addresses, of those relevant to your child, to your email address book. Please regularly check your spam folder for emails sent from the school, and please mark all emails from BIS staff found in your spam/junk folder as "safe sender".

Contact details	
Principal: Thomas Caston t.caston@bright-is.com	Admissions : Angelique Contreiras a.contreiras@bright-is.com
Pedagogical Director: Sandra R. Schelfhout s.rodriques@bright-is.com	IT Support : Filipe Pereira f.pereira@bright-is.com
Early Years Coordinator: Patrícia Cardoso p.cardoso@bright-is.com	School Office General Inquiries: office@bright-is.com Solomiya Tymchuk: s.tymchuk@bright-is.com Rui Cruz: r.cruz@bright-is.com
School Psychologist: Helena Silveira h.silveira@bright-is.com	Pick Up & Drop Off: Maria Rosa m.rosa@bright-is.com
Head of Learning Support: Emma Torcato e.torcato@bright-is.com	

Meet the Team

At BIS there is the Administrative Team and the Pedagogical Leadership Team. The members of each team are as follows

Administrative Team

- Miguel Ladeira Santos
- Francisco Ladeira Santos

Senior Leadership Team

Tom Caston – Principal

Sandra R. Schelfhout – Pedagogical Director

Patrícia Cardoso - Early Years Programme Coordinator

Sophie Gomes - Primary Programme Coordinator

Nicolas Hildebrandt - Secondary Programme Coordinator

Emma Torcato – Head of Learning Support

The teams encourage open communication with all parents, students and staff. Parents may make an appointment or email any questions, concerns, or suggestions. Positive feedback is, of course, also welcome.

Staff

Please meet our whole team, by visiting our school website <https://bright-is.com/>

All staff have official school email addresses, through which they may be contacted.

Staff emails are created using the first letter of their first name.surname@

E.g.: John Smith: j.smith@bright-is.com

Lines of Communication

Respecting the lines of communication will allow us to work efficiently and consistently, creating mutual and trusted respect.

Communication Channels for Parent Questions and Concerns

If you have any questions or concerns, please follow the communication channels outlined below:

1. Classroom Teacher - For matters specific to your child's classroom or year group, please arrange an appointment with the respective teacher or tutor. Appointments can be scheduled personally, by email, or through the school office.
2. Head of EYFS - For concerns or questions that cannot be resolved with the Classroom Teacher, please contact the Head of Early Years. Appointments may be arranged via email or through the school office.
3. Principal - If further information is required or if the concern remains unresolved, parents may wish to contact the Principal. Appointments can be arranged through the school office or by direct email.
4. Board of Directors - For policy-related matters that remain unresolved following a meeting with the Principal, the concern may be referred to the Board of Directors. Appointments can be arranged through the school office.

School office contacts: Phone (+351) 282 154 800 / Email office@bright-is.com

Language of Communication

While Bright International School values and encourages the host country's language as well as the diverse mother tongues of our students and families, English is the primary language of instruction and serves as the official language of communication across the entire school community.

ClassDojo

At BIS, we utilise the ClassDojo digital platform as a means of fostering informed and engaged communities among teachers, parents, and students. This platform provides a weekly update on the curriculum and classroom learning through the sharing of photos, messages, and other important information.

At the beginning of the school year, parents will receive an invitation to join ClassDojo. The platform can be easily accessed through a free, user-friendly mobile app available for both iOS and Android devices.

ClassDojo plays a crucial role in facilitating daily communication, allowing parents to inform teachers about various situations such as a forgotten jumper or anticipated lateness due to a scheduled medical appointment. With ClassDojo, parents can also schedule an appointment with their child's teacher.

Please note that teachers will review and respond to messages in the morning before classes begin and after 3 pm.

School Calendar

*See Appendix 1 – School Calendar 2025/2026

School Policies

At Bright International School, we have a set of core policies that define expectations for behaviour and norms within our school community. These policies guide the day-to-day functioning of the school and ensure it remains a safe and effective environment for learning.

Our core policies include:

- Admissions
- Anti-Bullying
- Assessment

- Attendance
- Behaviour and Discipline
- Complaints
- Data Protection and Privacy
- Equality and Diversity
- Extracurricular Activities
- Food and Nutrition
- Health and Safety
- Homework
- Safeguarding
- SEND (Special Educational Needs and Disabilities)
- Staff Code of Conduct
- Whistleblowing

In addition to these core policies, we have other policies in place to address various aspects of school life.

All policies are reviewed annually and can be provided upon request.

Health and Safety

First Aid and Medical Care

In the event of a minor injury, children will be taken to the First Aid Room, or the designated first aider will be called to provide assistance.

In the case of a major injury, an ambulance will be called, and the learner will be transported to Faro District Hospital, accompanied by a staff member who will remain with the child until the parents arrive.

Parents will be informed immediately.

Regarding child protection issues, the school has a Child Protection Committee that will be activated in case of any suspicion of a child being mistreated. According to Portuguese law, such cases need to be reported to the Portuguese authorities (*please see Lei n.º 147/99 de 1 de Setembro 'Lei de protecção de crianças e jovens em perigo'*).

Common Illnesses

Parents are requested to keep their child at home if they have a fever, cough, or an upset stomach.

If a child displays any of the mentioned symptoms during attendance at Bright International School, the parents will be contacted by telephone and/or via ClassDojo to arrange for the child to be collected promptly.

Infectious diseases

In accordance with Decreto Regulamentar n.º 3/95, of 27 January, and Portaria n.º 1071/98, of 31 December, Bright International School cannot admit children with illnesses considered contagious. These include, but are not limited to:

1. Illnesses accompanied by fever.
2. Digestive system illnesses, such as acute diarrhoea, especially when accompanied by fever, or persistent diarrhoea of unknown cause.
3. Other infectious diseases, such as measles, rubella, chickenpox, mumps, hepatitis, meningitis, scarlet fever, infectious mononucleosis, whooping cough, diphtheria, typhoid fever, and others.

4. Skin and intestinal parasitic infections.

If a child shows any symptoms outlined above while at school, parents/guardians will be contacted immediately and must arrange for the child to be collected as soon as possible.

The duration of exclusion from school will depend on the specific illness. For conditions listed in points 2, 3, and 4, a medical certificate confirming the absence of risk of contagion is required before the child can return to school.

To help the school take appropriate precautions and protect other learners, parents/guardians must inform the school promptly if their child is unwell at home, specifying the illness.

Nut-free and Allergy Guidelines

For health and safety reasons, and as a nut-free school, learners must follow the school meal provisions and are not permitted to bring any food items from home.

Bright International School acknowledges the importance of being prepared for learners with allergies, especially those who may require the use of an EpiPen. To ensure the safety and wellbeing of all children, we have established the following guidelines regarding the use of an EpiPen during school hours and at school-sponsored activities.

At the beginning of the school year, parents must submit a comprehensive list of their child's allergies, accompanied by a doctor's report verifying the diagnosed conditions.

Parents are required to provide the school with one or two EpiPens. These EpiPens must be stored in the school's medical room and should be presented in their original pharmacy-labelled container. The label must include the following information:

- Child's name
- Medication name and dosage
- Administration route and any other instructions
- Date of expiry

If a child shows signs of an allergic reaction requiring adrenaline, the school will immediately contact the National Medical Emergency Service (Instituto Nacional de Emergência Médica - INEM) and follow their instructions.

Parents will be notified promptly in the event of an allergic reaction and will be informed of the instructions provided by INEM.

Birthday Parties

At Bright International School, we love celebrating our students' birthdays. To ensure the safety of all students, all birthday cakes must now be ordered directly from our school caterer, Thomas Franks.

Thomas Franks can accommodate various dietary requirements and ensures that no nuts are included in the cakes. An invoice will be sent directly to you by the school office.

To place an order, please email us at office@bright-is.com with at least one week's notice.

Thank you for your understanding and cooperation in helping us maintain a safe environment for our school community.

Medication

The school does not have an onsite nurse, but a designated first aider is available during the school day to administer medication, provided the medication is accompanied by a doctor's prescription and clear written instructions.

Parents must inform the school if their child has any allergies (such as to food, medication, plants, animals, or insects) or if their child has a life-threatening illness.

Medical Insurance

The school's medical insurance company is "Victoria", and a 24-hour policy is in place for all children and staff; therefore, if a student becomes injured at school and requires a hospital visit, the school's medical insurance needs to be activated by the school office.

The school's designated reference hospital is Faro District Hospital, a public facility located in Faro. Families who choose to seek care at a private hospital will need to cover all associated costs upfront. It is essential to retain copies of all invoices and medical reports, as these will be required for submission to the medical insurance company for reimbursement.

For full details, please review our Accident/Injury Policy.

Emergency Procedures

At Bright International School, the safety of our staff, students, and visitors is our top priority. We aim to minimise risks to life and ensure everyone is prepared for emergencies.

All staff members receive training in fire safety, first aid, and general emergency response. We conduct three scheduled emergency drills each year, covering fire and earthquake scenarios, as well as three unannounced drills. These drills can occur at any time without prior notice to staff, ensuring readiness and the ability to respond quickly and safely to any emergency.

Smoke-free Campus

Bright International School is a smoke-free campus. Smoking and using all tobacco products are banned for everybody in or on all school facilities and property. It is forbidden to smoke inside the school or outside, near any of the two school buildings.

This includes banning smoking in school buses and vans used to transport faculty and students on field trips or other school events.

Drug-free Campus

Our school has zero tolerance for drugs found on school premises. Students found with substances in their possession will be immediately expelled from school.

Photographs and Videos

Parents will be requested if they consent to the use of their child's image by the school, which may be used for internal communication, such as newsletters and yearbooks, and external communication, such as social media posts.

Parents & School Community

Parents are a key asset to our community and bring valuable input and feedback. We encourage parents to communicate with their child's teachers and immediately inform them of social or academic concerns. Should a parent wish to speak with other staff members or a leadership team member, please follow the information in "Lines of Communication".

Throughout the academic year, there are numerous opportunities for celebration, and we invite our parents to actively engage with and contribute to the school community.

Lost and found

Bright International School is a secure campus and a caring, principled community. Students are expected to take due care of their belongings and not leave valuable items unattended, as this invites the potential for things to go missing. If students misplace an item, they should check at the school office or reception.

Office staff will be happy to assist students and parents in locating missing items. Parents are asked to help by labelling clothing and other items with the child's full name to allow an easy finding of lost items. Please be informed that any unclaimed items will be donated to local charities, typically right before the summer break.

Children are encouraged to hand any found items to their teachers.

School Readiness

As the time for starting school approaches, some children transition smoothly, while others might require extra support and encouragement from the adults in their lives.

Ensuring that children can enjoy school and have a positive beginning involves several key aspects:

- Personal skills – Basic independence, such as putting on a coat or feeding themselves, helps children feel confident in their daily routines.
- Emotional and social development – Feeling secure when separating from caregivers and engaging with peers in group settings are important steps in school readiness.
- Communication and early learning – The ability to express needs, interact with teachers and classmates, and focus on a short story signals readiness for a structured learning environment.
- Health and wellbeing – Regular health check-ups, including vision and hearing assessments, as well as up-to-date immunisations, support children's overall development and learning.

To help us ensure a smooth transition for your child, we have outlined a set of milestones for you to consider.

Area of Learning and Development	School Readiness Characteristics
Communication and Language	I understand questions or instructions that have two parts, such as "Get your coat and wait at the door."
	I use longer sentences of 4–6 words.
	I use talk to organise my play and myself: "Let's go on a bus, you sit there, I will be the driver."
	I can listen attentively and respond to what I hear.
Personal, Social and Emotional Development	I play with at least one or more children, extending and elaborating my ideas.
	I follow rules and can understand why they are important.
	I can talk about my feelings using words like happy, sad, angry, and worried.
	I can share and take turns in a group.
	I am independent when meeting my own care needs such as brushing my teeth, going to the toilet, feeding myself, and washing my hands.

Area of Learning and Development	School Readiness Characteristics
Physical Development	I can skip, hop, stand on one leg, and hold a pose for a game like musical statues.
	I can get dressed and undressed independently—for example, putting my own coat and shoes on and doing up zips.
	I can use writing tools such as crayons, pencils, or scissors with control, for activities like drawing simple shapes or basic writing tasks.

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Appendix 1

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