

PRIMARY PARENT HANDBOOK

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Welcome

Dear Parents and Guardians,

It is our pleasure to welcome you to Bright International School, where your child's journey of exploration and growth begins. We are delighted to work with you in shaping a positive and enriching experience for your child during these formative years.

At Bright International School, we follow the Cambridge Primary curriculum—an internationally recognised framework that provides a strong foundation for academic success. More than academic achievement, it supports the development of creativity, curiosity, and confidence in every child.

While our curriculum is rooted in the Cambridge International approach, our teaching draws on a wide range of evidence-based strategies to meet the diverse needs of our learners. These include inquiry-based learning, hands-on experiences, direct instruction, collaborative projects, and opportunities for reflection. This rich and flexible approach allows us to build essential life skills such as critical thinking, problem-solving, communication, and collaboration—while also ensuring core knowledge is securely understood.

Our learning environments are carefully designed to inspire curiosity and support holistic development. From well-equipped classrooms to spaces that encourage teamwork and exploration, we provide an atmosphere where children thrive both academically and personally

Community is at the heart of our school. Bright International School celebrates diversity and inclusion, bringing families from all backgrounds together to foster a sense of belonging. Through shared experiences and meaningful connections, we cultivate empathy, respect, and global awareness—essential qualities for the citizens of tomorrow.

As the Primary Coordinator, I am committed to ensuring that every child feels happy, secure, and inspired while building the skills and knowledge aligned with the Cambridge framework. Together, we will support your child's development, making their primary school years full of joy, discovery, and achievement.

Thank you for entrusting us with your child's education. We look forward to working in partnership with you to create lasting memories and a bright future for your child.

Sophie Gomes



Primary Coordinator

Email: s.gomes@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 embrace a positive and inclusive approach to managing behaviour, encouraging good conduct through proactive behaviour management strategies that foster an environment focused on respect, kindness, and accountability.

We highly value and celebrate students who embody the Cambridge Learner Attributes, demonstrating qualities such as being caring, open-minded, principled, reflective, and balanced in their interactions. Our school emphasises the importance of respectful communication through speech, actions, and relationships, aiming to nurture a community where every individual contributes to a positive and supportive learning atmosphere.

For further details on our approach to behaviour, please refer to our Behaviour and Discipline Policy.

Cambridge Pathway

At Bright International School, we follow the Cambridge Pathway, offering students a globally recognised curriculum that supports their development from Early Years to Secondary education.

The Cambridge curriculum is built around five key principles that guide the learning experience:

- Broad and Balanced Curriculum: The curriculum is designed to offer a well-rounded education that covers a wide range of subjects, ensuring students are exposed to diverse knowledge and skills.
- Excellent Progression: Cambridge provides clear, structured progression through the Cambridge Pathway, helping students build upon their skills in an age-appropriate way, ensuring their educational journey is both challenging and supportive.
- Coherent and Research-Informed: The curriculum, pedagogy, and assessment methods are rooted in the latest educational research, ensuring that every element is both effective and evidence-based.
- Global Learners: Through the Cambridge Primary curriculum, students learn about their personal and local context, while also gaining an understanding of the world beyond their immediate surroundings.
- Flexibility and Robustness: The Cambridge curriculum is designed to be flexible, allowing us to tailor it to the needs of our school community while maintaining a strong framework that ensures academic rigor and a high standard of education.

Cambridge Primary Curriculum

The Cambridge Primary Curriculum lays solid foundations for academic achievement. At the same time, it provides ample opportunities to nurture creativity, self-expression, and personal wellbeing, encouraging learners to explore and thrive in diverse ways.

Cambridge International Primary Subjects	
English	Focuses on developing reading, writing, speaking, and listening skills, fostering communication and literacy through various texts and activities.
Mathematics	Covers number concepts, addition, subtraction, multiplication, division, geometry, measurement, and problem-solving skills.
Science	Introduces basic scientific concepts in biology, chemistry, and physics, encouraging observation, experimentation, and understanding of the natural world.
Art & Design	Allows creative expression through visual arts, exploring techniques in drawing, painting, sculpture, and design while appreciating artists and movements.
Computing	Covers computer basics, including word processing, coding, and using technology effectively and responsibly for learning and communication.
Digital Literacy	Teaches safe and responsible use of digital tools, understanding online communication, and navigating the digital world effectively.
Music	Focuses on music theory, rhythm, melody, and performance, enabling students to develop musical skills and an appreciation for different musical styles.
Physical Education	Promotes physical activity through a variety of sports and games, focusing on physical health, teamwork, and motor skills development.
Portuguese	Teaches reading, writing, and speaking in Portuguese, enhancing language skills through literature, grammar, and communication.
Wellbeing	Addresses emotional, social, and mental health through activities and discussions on self-awareness, relationships, and personal growth.
Humanities	The curriculum is organised into three strands: People, Past and Places. The People strand relates to humanities and social science subjects such as psychology, sociology and economics, Past to history and Places to geography.

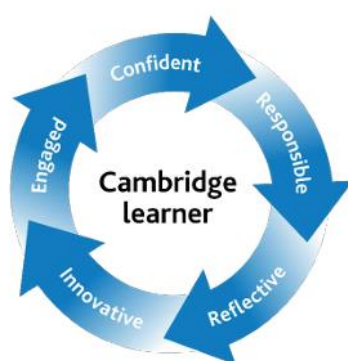
Wellbeing and Sustainability

To promote holistic development, we integrate the Cambridge Wellbeing Curriculum, supporting students in maintaining a healthy balance of academic, social, and emotional growth.

As part of the University of Cambridge, we are committed to sustainable practices. By embedding the principles of sustainability and the UN Sustainable Development Goals into our curriculum and assessments, we strive to empower learners as agents of positive global change.

Cambridge Learners Attributes

All Cambridge programmes aim to develop learners who are:



Confident – Cambridge learners express their ideas clearly and embrace new challenges. They demonstrate resilience in adversity and make informed decisions. Confidence is nurtured through opportunities to present their work, engage in discussions, and take risks in a supportive environment.

Responsible – Cambridge learners act with integrity and respect for others. They take ownership of their learning, reflect on their actions, and understand their impact on local and global communities. This includes fostering awareness of environmental sustainability and making ethical decisions.

Reflective – Cambridge learners evaluate their progress and identify areas for improvement. Reflection is integrated into the curriculum through self-assessments, peer feedback, and goal-setting activities. These practices build critical thinking and self-awareness.

Innovative – Cambridge learners explore new ideas, solve problems, and think critically. They develop curiosity and creativity through project-based learning, STEAM activities, and opportunities to create original work, equipping them to adapt to a changing world.

Engaged – Cambridge learners actively participate in their education and the wider world. They connect with diverse cultures, perspectives, and global issues. Engagement is fostered through collaborative learning, community service, and applying their studies to real-world contexts, inspiring meaningful contributions.

Teaching Approaches

At BIS, our dedication to the Cambridge Pathway is reflected in our active learning approach, which places students at the heart of their educational experience. This method prioritises how students learn, encouraging them to think critically, engage deeply with material, and take an active role in their learning journey.

Active learning empowers students to take ownership of their education by building knowledge and understanding through thoughtfully designed opportunities created by their teachers. By focusing on both the learning process and content, this approach fosters autonomy, cultivates a love for learning, and equips students with skills that extend far beyond the classroom.

Our active learning philosophy centres on inquiry-based and project-based methods, seamlessly aligned with the Cambridge curriculum. These approaches inspire students to ask questions, investigate real-world problems, and collaborate on meaningful projects. In doing so, they develop critical thinking, creativity, and problem-solving skills, while making connections between their studies and practical applications. These experiences prepare them with the skills sought after by universities and employers.

Aligned with Cambridge exams' emphasis on understanding, evaluation, and synthesis, active learning not only drives academic success but also nurtures essential skills for lifelong learning. Its engaging and interactive nature motivates students, fosters dynamic discussions with teachers, and promotes a deeper and lasting understanding of their studies.

Characteristics of Effective Learning

At our school, we prioritise identifying and fostering effective learning behaviours in our pupils. Observing these behaviours helps us understand how each child learns best, enabling us to provide tailored support and opportunities for growth. The key characteristics we assess when identifying effective learning include:

Engagement and Curiosity – Children demonstrate a natural eagerness to explore, ask questions, and interact with their environment. We notice their sustained interest in activities, focus, and enthusiasm for discovering new ideas.

Active Participation – Effective learners actively engage in hands-on activities, group discussions, and problem-solving. They eagerly share ideas, contribute to tasks, and take ownership of their learning experiences.

Application and Creativity – We observe how children connect prior knowledge to new concepts, applying their learning in meaningful ways. Creative expressions like drawing, role play, or building often showcase their understanding and enthusiasm.

Collaboration and Social Skills – Collaborative learners engage positively with peers by sharing ideas, listening attentively, and contributing to group tasks. They build relationships, demonstrate empathy, and develop teamwork skills through cooperative activities.

Independence and Resilience – Children show initiative by managing tasks independently and seeking solutions to challenges. We value their ability to persevere, adapt, and learn from mistakes, building resilience and confidence.

Confidence and Risk-Taking – Effective learners are willing to try new things, even when success isn't guaranteed. We celebrate their openness to sharing ideas and their positive approach to challenges and problem-solving.

Emotional Engagement – Effective learning is evident in the joy, pride, and excitement children display during and after activities. Their body language and enthusiasm reflect motivation and a sense of achievement.

By observing and nurturing these characteristics, we aim to create a positive, supportive environment where all children can develop a lifelong love of learning. We encourage parents to look for these behaviours at home too, as they often provide valuable insights into a child's development. Together, we can celebrate their progress and foster their potential.

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.

The Cambridge Pathway offers a variety of optional assessments that help us monitor and enhance learning, track individual and group progress, and keep both students and parents informed along the way.

- **Measuring Potential/Baseline Assessment:** This assessment helps us gauge and benchmark each learner's potential, allowing us to tailor our approach and better understand their unique educational needs.
- **Monitoring Progress** – Primary students take Cambridge end-of-unit tests that assess their understanding and progress in key subject areas. These assessments are an integral part of our approach to monitoring student development, providing valuable feedback to both students and teachers.
- **Mid-Year Tests** - Conducted between January and March, mid-year assessments cover content from both the first and second terms. These provide a comprehensive view of student progress and help identify any learning gaps, allowing teachers to adapt their teaching strategies to support student development.
- **Cambridge International Progression Tests** - Primary students in Years 3 to 6, the Cambridge International Progression Tests assess knowledge and skills in English, Mathematics, and Science, in line with the Cambridge Curriculum Frameworks. Taken at the end of the summer term, these tests provide valuable insights into each student's understanding and overall class progress. Teachers use this information to monitor academic development over time and to provide targeted support where needed.
- **Continuous assessment** – Teachers use formative assessment to identify what students know and can do before new content is introduced and throughout activities, enabling the monitoring of progress. This approach allows for the adjustment of content, delivery methods, or output expectations to promote student success. By engaging in this process, students become active participants in their own learning, developing a deeper understanding and ownership of their educational journey.
- **Providing Feedback** - We provide feedback on all subjects to help students understand their strengths and areas for improvement. Instead of relying solely on traditional tests, we use a range of assessment methods, such as classroom discussions, observations, and the work students complete in lessons. This approach allows students to reflect on their learning, make improvements, and develop greater self-awareness, supporting their continuous growth and development.

Responsible Use of Artificial Intelligence (AI) in Learning

At Bright International School, we understand that artificial intelligence (AI) is becoming an increasingly valuable tool in education. When used appropriately, AI can enhance learning by supporting research, planning, and creativity. However, it is essential that students use these tools responsibly, ensuring that their work reflects their own effort and understanding.

Our Principles for AI Use:

- **Transparency and Honesty:** Students must clearly state when they have used AI tools in their work. This includes describing how the tool was used, the specific prompts entered, and the version of the tool accessed. All AI contributions should be acknowledged and properly referenced.
- **Support, Not Substitute:** AI should assist in learning rather than replace independent thinking. For example, it may help students gather ideas, structure their work, or generate initial research, but the final product must demonstrate the student's personal input and critical engagement.
- **Upholding Academic Integrity:** Using AI in a way that misrepresents work as entirely original or unaided is unacceptable. Such behaviour constitutes academic dishonesty and may result in consequences aligned with the school's policies on integrity and malpractice.
- **Critical Evaluation:** Students are encouraged to think critically about any material generated by AI. This includes verifying the reliability and accuracy of information, identifying potential biases, and integrating AI contributions into their work in a meaningful way.
- **Fairness in Assessment:** The use of AI will not provide students with an unfair advantage. Credit is awarded based on the quality of their own analysis, creativity, and understanding, not the capabilities of AI tools.

Guidelines for Using AI in Coursework

- **Initial Research:** AI tools can be used to explore a topic or generate ideas, similar to consulting articles or books. Students should review and verify all information obtained through AI tools, as these may occasionally produce inaccurate or fabricated results.
- **Referencing AI:** Any use of AI in creating content or generating ideas must be cited appropriately. This includes quoting brief sections of AI-generated text, which should be critically analysed and contextualised within the student's work.
- **Authenticity:** Teachers will monitor student progress and assess the authenticity of their submissions. Sudden improvements in writing style or unexplained changes in content will be investigated to ensure compliance with these guidelines.

Bright International School is committed to helping students develop the skills needed to navigate AI responsibly. Through teacher guidance, students will learn how to use AI effectively while maintaining academic integrity. Our aim is to prepare students for a world where AI plays a significant role, fostering a culture of ethical and informed usage.

Parent-teacher Meetings and Reporting

Parent-teacher meetings are scheduled at key points throughout the academic year to ensure regular communication and partnership between home and school.

The first meeting is held before the Autumn half-term break, focusing on how each child is settling in, alongside feedback from initial diagnostic assessments and early progress.

A second meeting takes place at the start of the Spring term, following the release of Autumn term reports. This meeting offers an opportunity to review academic progress to date, discuss strengths and areas for development, and set clear goals for the term ahead.

Further meetings are held at the beginning and end of the Summer term. These meetings include discussions around the Spring and End-of-Year reports, support continued collaboration, and help identify next steps for each child's ongoing learning and transition into the following school year.

We also welcome and encourage parents to request additional meetings with their child's Class Teacher at any point during the year, to stay engaged and informed throughout their child's learning journey.

To arrange a meeting with their child's class teacher, parents can book directly through ClassDojo or email the school at office@bright-is.com.

Transition to Cambridge Lower Secondary

At Bright International School, we recognise the importance of a smooth and successful transition as students move from Primary to the Cambridge Lower Secondary stage. As part of the Cambridge Pathway, this transition ensures continuity in learning and supports students in building upon the knowledge and skills they have developed during their Primary years.

The Cambridge Lower Secondary curriculum offers a flexible and broad framework that challenges students while providing the support they need to thrive. With a focus on core subjects such as English, Mathematics, and Science, students are encouraged to take on more independent learning, develop critical thinking, and enhance their problem-solving skills. The transition process includes comprehensive support from both teaching staff and parents to ensure that each student is prepared for the next phase of their academic journey.

To support Year 6 learners as they transition to Lower Secondary, we offer a dedicated taster day. This gives students the opportunity to experience sample lessons, meet the teachers, and explore the subjects and activities that will be part of their Lower Secondary education. By providing this experience, we aim to build their confidence and address any concerns, ensuring they feel well-prepared for the next stage of their learning journey.

Through personalised learning and ongoing formative assessments, we ensure that students feel confident and motivated as they move into this new stage of education. The skills they develop in the Primary years—such as inquiry, project-based learning, and active participation—serve as a strong foundation for success in the Cambridge Lower Secondary programme.

At BIS, we are committed to making this transition as seamless and positive as possible, helping each student continue to grow academically, socially, and emotionally as they progress towards the next phase of their education.

School Day

We welcome children from 8.30 am. School activities start 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 challenging 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 at 4 pm.

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

Consistent attendance enables pupils to build a strong foundation in key subjects, develop good study habits, and benefit from the structured learning environment that school provides.

We expect our pupils to attend school Monday through Friday, from 9 am to 4 pm, and maintain a minimum attendance rate of 90%.

We record pupils' attendance and punctuality daily. The morning register is taken at 9 am to ensure that classes start promptly. Pupils arriving after 9 am will be marked as 'Late'. Those arriving after 9.15 am will be marked as 'Absent'.

Absences

Frequent absences can lead to gaps in knowledge and skills, making it harder for pupils to keep up with the curriculum, disrupting the continuity of learning and making it difficult for pupils to re-integrate into the classroom routine.

The school will consider an absence justified if it is due to exceptional or unavoidable circumstances, such as a family emergency, bereavement, significant medical appointment, or illness, provided a doctor's note is submitted by the parents.

Please notify us of any absence by 8.30 a.m. Informing only the Class Teacher is not enough. Report absences by contacting the school office at +351 289 154 800 and provide a detailed reason. Alternatively, you can email the school at office@bright-is.com.

Medical appointments should be scheduled outside of school hours whenever possible. If scheduling during school hours is unavoidable, please provide a doctor's note and notify the school at least 24 hours in advance.

If a learner misses a progress check or a key component essential for their assessment due to illness, they will be required to complete it upon their return to school.

School Trips and Excursions

School trips and excursions are invaluable extensions of classroom learning, offering students immersive experiences that bridge theory with real-world application. They are an integral part of the curriculum, and students are encouraged to participate in all such activities.

The school will notify parents about upcoming field trips and excursions. A permission letter will be sent home for parents to sign, granting their child permission to participate.

On scheduled school trips, if a student chooses not to participate, they must remain at home.

Extracurricular Activities

At the start of the school year, parents will be informed about the range of extracurricular activities available. Pupils will have the chance to take part in taster sessions for each activity, enabling them to explore and select their preferred options.

Extracurricular activities for preschool children will be held between 3 pm and 4 pm. For primary and secondary students, these activities will take place between 4 pm and 5 pm. To enrol in any of the extracurricular activities, parents should contact the school office at office@bright-is.com.

Personal Digital Devices

To maintain a focused learning environment and ensure the safety and wellbeing of all students, the use of personal digital devices connected to the internet, including but not limited to iPhones, smartwatches, and tablets, is strictly prohibited on school premises.

We appreciate your cooperation in fostering a distraction-free environment that promotes effective learning and student engagement.

School Uniform

At Bright International School, all students 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.

For detailed information on School Uniform, please carefully read the School Uniform Policy.

Snacks and Lunches

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

Each day, pupils 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 at 10.40 am and 3 pm. Lunch will be served between 12.40 pm and 1.30 pm.

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

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. If there is loss or damage to school-provided stationery, parents will be required to purchase the needed items.

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.rodrigues@bright-is.com	IT Support: Filipe Pereira f.pereira@bright-is.com
Primary Coordinator: Sophie Gomes s.gomes@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 team encourages open and transparent communication with all parents, students, and staff. Parents are welcome to schedule an appointment or send an email with any questions, concerns, or suggestions they may have. Positive feedback is, of course, always appreciated.

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 class teacher. Appointments can be scheduled personally, by email, or through the school office.
2. Head of Primary - For concerns or questions that cannot be resolved with the Classroom Teacher, please contact the Head of Primary. Appointments may be arranged via ClassDojo or email 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 class 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)

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 students, parents/guardians must inform the school promptly if their child is unwell at home, specifying the illness.

Nut-free Policy and Allergy Guidelines

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.

To maintain a safe and inclusive environment for all students, the school does not permit students to bring packed lunches or snacks from home. This policy is in place because Bright is a nut-free school, and even trace amounts of nuts can pose serious risks to children with severe allergies.

We appreciate your cooperation in helping us safeguard the health and wellbeing of every child in our community.

Your cooperation with this policy is crucial for safeguarding the health and safety of every child at our school.

Bright International School acknowledges the importance of being prepared for pupils 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.

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
- Expiry date

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.

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.

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Appendix 1

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