



# Guiding Principles

A good education is  
another name for  
happiness.

Ann Plato

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## 1. Introduction

Our vision is a community learning centre where children will access the skills and confidence they need to be happy and fulfil their true potential both academically and as a human being, contributing towards a more compassionate and peaceful world.

Cerejeiras provides an education for children and parents who want to live a life where happiness is the overriding goal. We understand that feeling happy is a child's inborn natural state. Our approach to education stimulates freedom, allowing happiness to emerge. Freedom of expression is a sacred value for us: "We are, like Freinet, the promoters of the *freedom of speech* in the school institution. From which we inherit the practice of free expression in the school" (Sergio Niza, 2012, p. 71).

We believe that a child's unique interests, talents, learning styles and goals should influence his or her education and that is why we offer different teaching approaches. Educators are aware of children's in-born potentials, and they construct activities and the environment to facilitate learning experiences that release these potentials.

Our educational philosophy recognizes the interdependent nature of all life. This inspires the ethic principle of non-harm that informs all aspects of our curricula. We pay particular attention to developing children's capacity to grow as kind and wise individuals, who are empowered by the view of universal responsibility in how they shape their world and coexist with others. We will support our education community; staff, children, families and other members, with skills development on how to facilitate peaceful communications and conflict resolution, reflective practices and emotional learning.

Our values include:

Respect for all Life, Human Rights, Freedom, Equality, Academic Integration, Openness, Fun, Love, Happiness, Community, Global Citizenship, Wisdom, Interdependence, Compassion, Spirituality, Serving Others, Selflessness

This document aims to establish the guidelines for the functioning of Cerejeiras.

As this document explains the organizational structure that stems from the Learning Centre, any doubts about the provisions should be clarified in the light of the above statement of beliefs, and it is important that prospective parents resonate with the statement.



## 2. Pedagogical Organisation

### 2.1. Multi-Age Groups

Cerejeiras uses multi-age groupings. Children are very loosely grouped into age groups of 3-5, 6 - 8, and later 9-12, although they have frequent opportunity to interact between these groups. The multi-age grouping provides children with opportunities for social development. Friendships developed in a multi-age setting have depth, and a wide range of ages and abilities helps a child to develop tolerance and appreciation for people's differences. Relationships within the group and their complexities are supported by sensitive and respectful educators who help the children to take responsibility for their community.

Research has highlighted the benefits for both educators and children when learning and teaching in a multi-age grouping. Younger children benefit from the positive models of older children, often aspiring to their levels of capability. At the same time, the older children rise to the expectations of the younger children and educator, being very responsible and having opportunities to lend and use their expertise.

There is no formal transition of a child from one age group to another, however, educators and children, cooperatively, maintain careful observations, through navigation, formative evaluation and regulation system, which consists of a set of registers (plans, tables and portfolios) filled in by the children, supported by the educators, allowing them to direct themselves on their own learning path.

Materials are provided at age-appropriate levels, and space will be made for children of different ages.

### 2.2. Bilingual Approach - Portuguese and English

Cerejeiras intends to offer, as much as possible, authentic and in context learning - in the territory and with its community -. For that, the main language of teaching is Portuguese, which all children are invited to learn. However, and according to the values of Cerejeiras, all languages will be respected and valued, and each child will have the opportunity to make their linguistic integration smoothly and respectfully. We have verified that children learn the language with greater motivation when their families also commit to learn Portuguese themselves. However, for families who are in the process of acquiring the language, all records of children's learning and pedagogical and administrative communications will be made both in Portuguese and English.

Cerejeiras aspires to be able to offer bilingual, individual and group learning opportunities that involve, challenge and inspire children. Depending on the configuration of the team that will communicate in their native language (Portuguese and English), children interact with all educators and, thus, engage naturally with both languages.

It is intended, over time, that any subject can be provided to the child and by the child in both languages and consequently the child will produce records written in both languages when it's of his interest or when relevant.

Additional members of the team (assistants, volunteers, etc.) will speak either Portuguese or English.

### 2.3. Profile of the Cerejeiras Educator

The educator:

- ✓ is punctual
- ✓ is committed, and when forced to miss a day, alerts the team in advance to make alternative arrangements.
- ✓ contributes actively and constructively to conflict resolution and decision-making;
- ✓ harmonizes Cerejeiras's interests with their individual interests;



- ✓ is aware of their own personal faults and does not allow their weaknesses to impact on the work or relationships with others;
- ✓ is interested in receiving specific training and continually seeks new knowledge;
- ✓ demonstrates thoughtful use of available resources, striving for cleanliness and organization;
- ✓ develops the individual in a holistic perspective in different aspects, emotional, intellectual, biological, natural;
- ✓ is attentive to the needs of colleagues and provides them with help whenever it is needed;
- ✓ states his views while taking into account perspectives different from their own;
- ✓ helps children to create, know and comply with Cerejeiras's rules;
- ✓ is firm with the children, without falling into authoritarianism, establishing a loving relationship;
- ✓ takes actions in line with the collective view of other educators, children and the board of parents;
- ✓ follows and guides the educational path of children;
- ✓ maintains a horizontal relationship with the children without privileges;
- ✓ awakens and excites in every child's taste and the search for knowledge;
- ✓ welcomes the child, regardless of who they are, what they think or do, without privileges and with humility;
- ✓ plans group activities in advance, based on the interests of the child and the stage of learning of the child;
- ✓ Uses observations of the child to inform plans;
- ✓ Consults with the other educators to ensure that topics and themes are shared throughout the school, to avoid confusion.

## 2.4. The Curriculum

Our approach follows the teachings, principles and work matrix of the Freinet Modern School movement, in building a truly democratic and cooperative education. In this sense, the child has a real participation in the management of the whole community, in planning and managing their learning, namely the curricula to be explored throughout the school year.

The curricula is worked on from the beginning with the children and their contents are always presented and discussed with everyone as to respect their interests and needs, as well as to accommodate other aspects they may find relevant, individually or as a group, and are not in the Portuguese Ministry of Education School curricula. These contents, having been negotiated beforehand with the child, are explored throughout the school year, following an activity plan that includes moments of individual autonomous work, collective work, experiencing different types of materials and learning strategies (Montessori, imaginative play, games and challenges, nature, or by suggesting other group activities). These activities are always planned with the group in separate moments throughout the week, namely in the Collaborative Education Council at the end of each school week and at the beginning of each school day. Weekly, all children can plan and negotiate their activities with the tutor team and register them in their IWP (Individual Work Plan) In short, “all activities depend on the student's direct engagement in active negotiation and debate”. (Niza, 2012, p. 365; our translation).

Other pedagogical influences that are consistent with our pedagogical approach and influence our activities include Montessori, Waldorf and Peace and Diversity Principles.

ANNEX 1: Summary of Educational Theories outlines these approaches.



Whilst the approaches identified above provide our main inspiration and influences, we are constantly learning and open to new ideas, and the possibility to including new pedagogies if they offer a benefit to the education and happiness of the children.

## 2.5. Learning Activities

Activities are organised by a Weekly Plan and undertaken individually, in partnerships or small groups, or as a single group. The Weekly Plan is a flexible and dynamic timetable that constantly evolves as it responds to the shifting and expanding needs, interests and offerings of the children and community members. These activities are identified and organised into five different ‘learning moments’ as defined in the Modern School pedagogy and documented in the table below.

Learning Moment	Description
<b>STUDY AND TRAINING</b>	This is the privileged time for practice, production, cooperation and differentiation.
<b>RESEARCH &amp; PRODUCTION</b>	This promotes the development of investigation and refinement of digital skills in project-based work – school work gains greater meaning and becomes another motivation and quality.
<b>EVALUATION &amp; REGULATION</b>	This is an inclusive self-evaluation centered on action, self-knowledge and knowledge, understanding and cooperation. An evaluation as a means - not an end.
<b>COMMUNICATION &amp; SHARING</b>	This promotes social and cooperative improvement of the human spirit and work, meaningful learning. Peer regulation is essential for the improvement of skills of all.
<b>FRUITION</b>	This time requires the courage to look for important moments of rich and less formal learning means that first and foremost make school a nicer place, more skillful, more artistic, more coherent with life- where learning flows.

## 2.6. Alignment with Policies

The Cerejeiras pedagogical team is aware and working aligned with the latest current educational policies both national and international. Within this frame we are working towards the acquisition of the identified skills by the “Student Profile for Compulsory Education” from the Portuguese Ministry of Education (Feb 2017) aligned with the OECD 2030 Education latest positions of which we highlight the following ones:

Critical and Creative Thinking – Problem Solving – Adaptability – Self Regulation – Personal Development and Autonomy – Communication – Interpersonal Relations – Artistic and Aesthetic Sensitivity – Texts and Languages – Body Awareness and Mastering - Resilience

(...) “A humanistic basis profile means the consideration of a society centered on the person and human dignity as fundamental values. Hence, we consider learning as the centre of the educational process, the



inclusion as a requirement, the contribution to sustainable development as a challenge, since we have to create conditions of adaptability and stability, aiming to value knowledge. And understanding of reality requires a common reference to rigor and attention to differences.”

Guilherme d’Oliveira Martins, in *Student Profile for Compulsory Education*, ME, 2017, pg.6

OCDE Future of Education and Skills for 2030 (carousel of concept notes):

<https://www.oecd.org/education/2030-project/teaching-and-learning/learning/all-concept-notes/>

## 2.7. Home Schooling Registration

All children at our centre will be home-schooling students who access the centre for extra support in collaboration with the families.

Each child may follow their own home-schooling path. If a child is enrolled at a Portuguese school, he or she will have to establish a learning protocol with the school and pass evaluation and equivalence tests on the main areas at the end of each study cycle (4<sup>th</sup> and 6<sup>th</sup> grades). They will be assigned to our Portuguese educator, who with the close interaction of the family, will manage and monitor the learning in the light of national curriculum program and goals.

Some children may be registered as home-schooling with a distance school or in their own country if they have not moved permanently to Portugal. In this case, the centre will support the child in their own unique path.

The centre recommends that parents contact the following organisation to understand more about the current home-schooling options available in Portugal.

<http://www.educacaolivre.pt/mel/>

## 3. Family Participation

Family participation in Cerejeiras is important and takes many forms. The exchange of ideas between families and Cerejeiras brings vitality and richness to the school by contributing distinctive life experiences and skills and knowledge. By actively participating at Cerejeiras, families contribute to the idea that all are constantly learning.

Parents are primarily responsible for the education of their children and play a critical role in supporting and guiding the learning of their children at Cerejeiras

Parents are expected to

- Communicate regularly with Cerejeiras educators;
- Monitor and provide feedback and observations to the educators about their child(ren);
- Participate and volunteer in activities that will strengthen and contribute to the sustainability of Cerejeiras;
- Promote activities and interaction with the community;
- Lead or support activities with the children or community;

The educators will support the work of the families in a cooperative manner, being co-responsible for the children.

The relationship between the family and the Cerejeiras team is a very important tool for the development of each child.



Twice a year the educator will arrange scheduled progress meetings (up to 1 hour) where the parents/guardians can feedback progress from home and the educator can share the learning journey of each child. The educators will also provide a written summary report for each child, summarising their progress, achievements and challenges.

In addition to this the centre will hold regular community meetings to educate parents on various pedagogies, healthy eating and other aspects of the centre's vision and mission.

## **4. Attendance and Routines**

### **4.1. Schedule**

Cerejeiras offers a full-time five day per week schedule with some days facilitated in the surrounding community e.g. Penela Library, Espinal Park etc. Currently, activities run from 9 am – 4pm Monday to Thursday. On Friday, activities begin at 10am and conclude at 4pm.

### **4.2. Attendance – Full Time / Part Time**

Children can participate at Cerejeiras in full-time (5 days) or part-time (less than 5 days) mode. Part-time participation requires attendance of 3 or 4 days per week to ensure consistency in the planning of daily activities and to allow and support the continuity in work with each child, particularly individual projects. Families who wish their children to attend only part-time, but only during a time of day (morning or afternoon), for formal and administrative issues, the half day will be counted for as if it were a full day.

Should a family require flexibility and they wish to request that a child attends for less than 3 days in a specific week, then they need to arrange this on each occasion with the educator in advance.

### **4.3. Start of the day**

Children should be accompanied by a parent/responsible adult to Cerejeiras, and an educator should be made aware of their arrival. A written record of the child's arrival should be recorded on the registration form in the foyer. From the moment, the child is delivered to an authorized person (educator or assistance), the child is the responsibility of the authorised person, even if a parent/responsible adult remains at Cerejeiras.

- The child, parent/responsible adult will put the belongings of each child in the place identified.
- When arriving the centre, the parent/responsible adult will support and ensure the child to integrate into their groups without disturbing the activities that are taking place.

### **4.4. End of the day**

Children should be collected by a parent/responsible adult, and an educator should be made aware of their departure. A written record of the child's departure should be recorded on the registration form in the foyer.

- Each child/responsible adult will collect/organise the belongings of each child.
- If leaving the centre early or before activities have finished the responsible adult will support and ensure to depart without disturbing the activities that are taking place.

At events or activities outside the Cerejeiras weekly plan, a parent/responsible adult are responsible for their children.

### **4.5. Fieldwork**



Fieldwork and participating in community activities play an important role at Cerejeiras. Excursions are planned with and by the children. These activities contribute to the idea of learning without walls and connect children and Cerejeiras with the local and wider community and the world.

Neighbourhood walks to observe and interact with the community and surroundings often occur on the spur of an inspired moment and will not be communicated to parents in advance.

Excursions further afield, require more planning and will rely on the support of families to ensure transportation and adequate supervision. These activities will be announced one week to a month in advance depending on the activity.

When there are costs associated with participating in fieldwork, this cost is the responsibility of the family and the amount should be paid to the educators. If a child will not participate in an activity, they will need to remain home with their family.

#### **4.6. Workshops**

Families are welcome to suggest ideas, and parents may wish to propose to run a workshop. These should be discussed with the educators and be scheduled one month before.

Cerejeiras also hosts volunteers who develop specific or ongoing workshops with children.

#### **4.7. Parent / Educator Link Person**

For suggestions regarding changes to the overall running of the centre, complaints, or serious concerns about the educators / education provided, parents are asked to contact the board of parents by email.

geral@cerejeiras.pt

#### **4.8. Brief Daily Conversations with the Educator**

If a parent/guardian wishes to discuss a brief (5 minutes) matter with an educator, it is requested that they do this before 9:00 or after 16:00, so that the educator can focus fully on the children during the main activity times.

If the parent/guardian wishes to arrange a longer meeting regarding the progress or wellbeing of the child, please arrange to speak to the educator at a specific time.

#### **4.9. Progress monitoring**

At Cerejeiras, collective and individual activities/learning are recorded using a set of record tables of that are displayed on the walls. Individual records such as IWPs, each child's results, curriculum negotiation and the child's current progress will be archived in each child's portfolios. Parents/guardians are invited to review all collective and individual records on a regular basis. This recording makes it possible to access the formative evaluation and progress of each child's course. Children's portfolios will be sent home weekly and can be reviewed at any time upon request.

#### **4.10. Anytime Drop In**

Parents/guardians are encouraged to visit, volunteer, and participate as equal partners in the education of their children.

At any time, a parent/guardian may choose to stay for a while at Cerejeiras, to observe their child learning, however an educator must be consulted so that they can account for the extra adult at the centre. In some cases, the presence of a parent/guardian, may inhibit the child's concentration or imaginative play, parent/guardian and educators will be mindful of this and discuss such situations openly.



## 5. Cerejeiras Rules

### 5.1. Basic Rules

- We respect the environment, both inside and outside.
- We respect ourselves and each other.
- We do not discriminate others on basis on race, colour, religion, marital status, age, national origin, ancestry, physical or mental disability, medical condition, genetic information, gender, sexual orientation, gender identity or expression.

These rules apply to all adults and children whilst at Cerejeiras.

### 5.2. School Council

Children and educators gather in a weekly school council to discuss and debate important topics or problems that have emerged during the week. At this time, more specific and additional day-by-day rules are created and reviewed to respond to the needs of all members of the community. The record of these rules is kept in the minute of the school council meetings.

At the end of school council, the goal is for solutions reached through group reflection, discussion of different viewpoints, and democratic processes that, even though favouring consensus, may have to undergo a voting system.

When voting takes place in the centre, the educator and children get an equal vote, however the educator may veto a vote.

## 6. Enrolment and Registration

### 6.1. New Children Enrolment and Registration

Cerejeiras Learning Community welcomes inquiries and applications for enrolment from all corners of the globe. All new enrolments are subject to a registration fee. Please refer to the information below to understand the total financial contributions for your family circumstances.

### 6.2. Priorities for Admissions

Cerejeiras will prioritise admissions for:

1. Children of the parents or staff associated with the core work of Cerejeiras
2. Children who have attended Cerejeiras in the previous year
3. Children who have siblings attending Cerejeiras
4. Date of submitting Application Form

### 6.3. Process of Admission

**STEP ONE:** Complete an Application Form

By submitting an Application Form, you are formally expressing your interest in enrolling your child at Cerejeiras.

**STEP TWO:** Pay the Application Fee

A non-refundable 50€ fee is payable for your child. The 50€ fee is applicable for the first child; the fee for additional siblings on the same application is 25€.



**STEP THREE:** Attend an Introduction Meeting

Prior to a child being offered a place at Cerejeiras, prospective child(ren) and their parents are invited to a meeting with the Pedagogical Coordinator and/or a member of the Administration Team. During the meeting the team will discuss educational goals, child(ren)'s interests and your approach to education/parenting with you and your child(ren).

**STEP FOUR:** Complete a Trial Period

Each child needs to attend a five-day trial period at Cerejeiras prior to confirmation of enrolment to ascertain if Cerejeiras is suitable for the family. An extended trial period may be requested under special circumstances.

**STEP FIVE:** Attend a Review Meeting\*

Following the completion of the trial period, prospective child(ren) and their parents are invited to a review meeting to discuss the trial and decide if Cerejeiras is suitable for the family.

**STEP SIX:** Home Visit\*

In certain circumstances, a meeting at the child's home, may be requested, in order for the Cerejeiras team to gather and understand information about the child and family, in order to meaningfully engage with the family and set the foundations for a collaborative relationship.

**STEP SEVEN:** Accept the Enrolment Offer

To accept the offer of a place for your child(ren) you will need to return the following documentation and pay the applicable monthly contribution(s).

List of documents

- Fully completed Registration Form for each child
- Photocopy each child's Citizen/Residency Card or Passport (if you have citizen card photocopy of ID and tax card)
- Photocopy of parent(s) identification document (if they have a citizen card photocopy of ID and tax card)
- Vaccine Schedule Photocopy (for consultation in case of emergency) or statement in the case of non-vaccination option.

\*At this point, (or earlier) both the family and Cerejeiras have the right to discontinue the registration process if there is a feeling that Cerejeiras is not suitable for the family. This may be based upon different rationales including the dynamic of the children in the group, the views of the educators, or a sense that the family does not fully support the mission and vision of the centre.

## 6.4. Family Contributions

Cerejeiras Learning Community is a non-profit Association. Family Contributions are critical to share the costs and to enable the operation of Cerejeiras. Families support Cerejeiras through a full year payment (**2880€**), which can be paid at once or in several instalments.



**Full Year Payment Discount** - When a full year of monthly contributions for a child(ren) is paid in full at the start of their enrolment and/or start of the school year, a discount of one monthly contribution will be applicable. I.e. the family will pay 11 of the 12 monthly contributions only. (see table below)

**Monthly contributions** - 12 monthly contributions that are, paid over 11 instalments (see 6.5 for table).

The monthly contribution remains the same regardless of public holidays, breaks or any sick or holiday absences your child may have during the month.

**Flexible Attendance** - Whilst Cerejeiras offers activities 5 days per week, we welcome children to attend 3 or 4 days per week, however there is no reduction to the monthly contribution.

**Registration Fee** - A registration fee is payable from the second year of enrolment. The contribution covers the membership of Associação Comunidade de Aprendizagem das Cerejeiras and assists with the costs associated with insurance, heating in winter, maintenance and additional materials to enhance children's learning.

**Sibling Discount** - For families with more than one child attending Cerejeiras, sibling discounts apply. The oldest child pays full tuition. A 25% discount on the monthly contribution is given to the siblings (when there are two or more children in the family)

**Materials and Resources** - When a child joins Cerejeiras, the family will be responsible to provide a set of basic stationery materials and resources according to a list shared by the Cerejeiras team.

Family Contributions	1st Child	2nd Child
Application Fee - (First Year Only)	50€	25€
Registration Fee - Second and subsequent years	25€	25€
Full year contribution (with a discount)	2640€	1980€
Monthly Contribution	240 €	180€

## 6.5. Monthly Payment Plan/ Instalments

12 monthly contributions are paid in 11 instalments during the year. This requires families to pay 1.5 monthly contributions in October and December, and accordingly, no payment is made in August. This enables Cerejeiras to manage the budget and plan according to the needs of the tutors and children and purchase essential resources.

	SEP*	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
	1	1.5	1	1.5	1	1	1	1	1	1	1	0
1 <sup>st</sup> child	240+25	360	240	360	240	240	240	240	240	240	240	0
2 <sup>nd</sup> child	420+50	630	420	630	420	420	420	420	420	420	420	0



\*In September, the registration fee of 25€ per child is payable for all children returning to Cerejeiras. For all new children, the application fee is payable in the first month of enrolment.

## **6.6. Payment of Contributions**

Contributions should be made by bank transfer by the 8th of each month. The payment is for the current month. i.e. the payment by 8th October is the contribution for the month of October.

Name of Account: ASSOCIAÇÃO COMUNIDADE APRENDIZAGEM CEREJEIRAS RUBRAS

IBAN: PT50004534684028426705834

BIC / SWIFT: CCCMPTPL

NIB: 0045 3468 40284267058 34

The transfer should be identified with the child(rens)name and a copy of the transfer should be emailed to [geral@cerejeiras.pt](mailto:geral@cerejeiras.pt)

## **6.7. Non-Payment of Contribution**

If you are experiencing financial stress please arrange to meet with the Administration Team, at the earliest possible moment, to discuss your situation.

Should non-payment occur, you will be contacted once via email as a reminder. If fees are not received by the 8th of the month a fine, equal to 10% of the monthly contribution, will be applicable for each week of non-payment. After one month's non-payment, your child may no longer be eligible to attend Cerejeiras. Written notice of these outcomes will be emailed to you.

If there is a situation of persistent non-payment, your child may be unable to attend Cerejeiras without a quarterly payment of contributions received in advance. Persistent non-payment is considered to be two or more instances of the non-payment as detailed above.

## **6.8. Withdrawal of Enrolled Children**

To help Cerejeiras manage the budget and enrolments efficiently, parents must provide the Administration with written notice of any withdrawal of enrolment, at least one month in advance of the date of withdrawal. If less than one month's notice is provided, payment for the next month must be paid regardless of if your child attends Cerejeiras.

## **6.9. Contribution Assistance**

The Cerejeiras Administration believes in the principle that every child should have access to quality education. We are committed to offering assistance to help families who believe in and are committed to our educational philosophy. Assistance is available on the basis of need. The assistance guidelines take into account several family circumstances. These guidelines are not fixed, and all applications are reviewed on an individual basis.

## **6.10. Additional Support**

Cerejeiras warmly welcomes any additional support for our Association. If you would like to provide an additional financial donation, or in-kind support, please contact the Administration Team to discuss.



## 7. Exclusion of a Child

### 7.1. In the event of issues with the child

In the event that the educators identify an issue with the child that may cause concerns such as: persistent serious violence with him/herself, or others, damaging of property or materials, maladjustment, ongoing psychological and verbal violence, frequent bullying acts, ongoing unhappiness, or regular and persistent refusal to participate in activities that are suggested, Cerejeiras will take the following action:

#### 7.1.1. Community Action

- Try to understand / discover the root of this kind of behaviour;
- If a child continually chooses to isolate himself from the others, over time, gradually and sensitively, educators should encourage interaction with other children and group activities.

#### 7.1.2. Intervention Plan

If community action does not help the situation to improve, the educators, with the collaboration with the families, will:

- Build an individual intervention plan to address what disturbs / demotivate the child (activities, attitude of educators and colleagues, possible situations within the family)
- The intervention plan will be a positive step that will not exclude the child from the group. The child may be asked to participate in some activities separate from the group, but at their free will.
- The intervention plan will have three levels: 1) initial support 2) secondary support and 3) tertiary support:
  - 1) Initial support: The initial support plan will simply alert others that the child needs a low level of support. The whole community will be involved in this process, that is, the matter may be discussed in school council (with other children) so that all children can think about it, think of strategies and help in solving the problem. If the child does not want the problem to be discussed in council, the child's privacy will be respected and the issue will be managed only with educators and family. However, given time, the other children should be informed of certain measures for the situation to be improved collectively. If this low level support does not suffice over a set period of time, a secondary support plan will be written;
  - 2) Secondary support - consists of intervention strategies planned by educators in conjunction with the child and family (nature of the activities developed with the child, looking for new interests of the child that are not being developed, situations of changes in family context that can be lead to the behaviour, etc.). If this support still is not enough, a tertiary support plan will be created; with greater support required.
  - 3) Tertiary Support - this plan may require extra expense for the family as additional staff may need to be employed or consulted to support the child, or an education specialist or may be enlisted.

If the solutions in the tertiary support plan are not feasible due to lack of available resources at Cerejeiras or lack of finance for extra support etc. it will be necessary to determine if continued



participation at Cerejeiras is appropriate for the child's needs. If a plan is put into action and despite a family's investment, the targets are not achieved, Cerejeiras may conclude the participation of the child at Cerejeiras. These decisions will be based on the wellbeing of the child and other children.

In the process of dealing with these situations, adults, or other children, should never punish the child in question. An educator or child should never use any kind of physical punishment, or any other kind of punishment (time out, loss of privileges, verbal humiliation, etc.) Doing so, may result in exclusion from Cerejeiras. Dialogue, reflection and a collective search for constructive strategies should always be used.

### **7.2. In the event of issues with the family**

If a family does not respect and adhere to the mission, vision, rules, or any aspect of this document there may come a time when Cerejeiras may terminate family's membership.

The family will be alerted and requested to address the behaviour, lack of adherence to the rules etc. in the hope that the issue will be easily and readily rectified.

Should the issue continue, the family will be issued a written letter from Cerejeiras, reminding them of the issue and providing a one-month opportunity to rectify the issue.

Should the issue not be rectified within the one-month period, the family's membership will be terminated.

## **8. Materials and objects**

### **8.1. Room materials and consumables**

Materials and consumables for the activities are for use at Cerejeiras.

Occasionally and for specific activities or projects, the centre may ask families to contribute to the purchase of materials.

### **8.2. Loss / damage to materials and articles**

In a situation where there is damage caused deliberately to either to materials belonging to children or Cerejeiras, (e.g. equipment, furniture or other belongings), a meeting with the parent(s) and child(ren) responsible will be requested to find a fair solution to restoring the situation.

Cerejeiras is not responsible for personal objects and materials brought from home.

### **8.3. Electronic items**

We would be happy for the children to share with us beautiful or interesting things they have found outdoors, or perhaps something made at home. However, bringing electronic items from home can create difficult situations. Unless requested by the tutors, please do not send any electronic items from home.

Electronic items brought to Cerejeiras must either be stored in the child's bag or in a location identified by the tutors.



## 9. Food

As the health and welfare have great importance in the principles of the Cerejeiras, we ask the families to prioritise a healthy and balanced diet. Families are responsible for providing a healthy morning snack, afternoon snack and lunch for their children.

Packed lunches should not include any items with processed sugar including biscuits, cakes, chocolate, flavoured yoghurts and milks.

Examples of snacks.:

- various fruits, whole grains, tea, juice or natural smoothies, crackers, rice cakes

Example of lunches.:

- soup, vegetables, whole grains, protein, healthy sandwiches,

Cerejeiras welcomes families to celebrate their child's birthdays at Cerejeiras, however all cakes and snacks should be healthy and, as above, not include processed sugar.

## 10. Clothing and Hygiene

### 10.1. Clothing

An important part of our program is outdoor play and having daily contact with nature. Children should wear comfortable and weather appropriate clothing so they can enjoy the activities. Children will work and play with earth, water, mud, stones, sticks and other natural materials, please expect that children will appear muddy at the end of some days! Children should have a hat/cap for outdoor play.

Children should have a complete clothing appropriate to the season, stored in a cloth bag with handles. A change of clothes should include:

- Underwear, socks
- Pants / shorts / skirt
- T-shirt, sweater

Children should also be provided with the following seasonal items

- Winter - Waterproof clothing - Hooded jacket, waterproof pants and rubber boots.
- Summer - Towel, bathing suit.

All clothing should be clearly named. Cerejeiras is not responsible for items that are not properly named. In the case that children are missing any items, the family will be contacted and informed.

### 10.2. Footwear

No shoes should be worn inside the classrooms. Children may remain barefoot or please provide non-skid socks or slippers indoor. These should be stored in the shoe boxes in the foyer.



## 11. Health

### 11.1. Sickness

These guidelines are in place to keep infectious diseases at Cerejeiras to a minimum and to ensure good health for all children. If a child is not well enough to participate in usual activities, such as going outdoors, they should be cared for at home.

Any child who is ill with a contagious or infectious condition must not attend Cerejeiras

If a child becomes unwell after arrival, an educator will contact parents reporting the situation and, if there is a need, parents will be notified to collect the child as soon as possible. Please advise the team if your child will be absent, and inform if your child is ill with a communicable condition, so that other parents may be alerted.

In the case of infectious diseases, a child cannot attend the centre during the period defined by the physician and must provide a doctor's statement indicating that the child is able to return to the activities (under DL 229/96, 13/09).

### 11.2. Medication

If your child needs to receive medication, it is preferable to administer it at home. If medicine needs to be administered to a child during their time at Cerejeiras, without the presence of a parent or adult guardian, the medication will be supplied, in the container as originally dispensed and labelled with the child's name. Parents must provide a written disclaimer [Request for Cerejeiras to Administer Medication] which provides full details of the medication and dosage.

### 11.3. Accident or Emergency

In the case of an accident, the following procedures will be taken:

#### Minor Incident

In the case of a minor incident that can be treated easily with the first aid kit, Cerejeiras staff will treat the incident. The staff will fill a small form to state the nature of the incident and send this home to keep the parent informed.

#### Serious Incident

If the centre cannot treat the incident, the staff will either:

take the child straight to the health centre and then inform the parent/guardian or call an ambulance for immediate hospital treatment and inform the parent/guardian

Updated and revised on June 2019.

ANNEX 1: Summary of Educational Theories

	Democratic school MEM model (Escola Moderna)	Montessori	Waldorf	Peace and Diversity principles
What we embrace	<p>The democratic practice is shared by all and established in the Educational Co-operation Council; in the Weekly Council for the discussion of rules, reading the "Class Diary", Planning the following week, decision making, conflict resolution, etc.</p> <p>The developed activities should reproduce the authentic social processes of the construction of culture in sciences, arts and in daily life. Bring "real life" to school and school to "real life". "School and life are the same"</p> <p>Emphasis on project work: research project and intervention projects (social); Educational activity focuses on differentiated learning work for children; children's interests are part of the curriculum;</p> <p>The students' knowledge and cultural productions are shared at various moments, such as the social validation of production and learning work;</p> <p>Cooperation and interaction of students in the construction of learning.</p> <p>The learning of the reading part of the graphism / writing of the student for the interpretation / reading</p>	<p>Freedom of the child within limits (respect of each other and the environment)</p> <p>Uses materials that have been tried and tested, are beautiful and engaging.</p> <p>Focus on social cohesion and peace studies.</p> <p>Lots of project work.</p> <p>Children choose what they want to learn.</p> <p>See the children as cosmic beings – children of the universe - who learn through absorbing knowledge at specific sensitive periods. They already know what to do and just need guidance.</p> <p>Children can learn to read/write when they are ready at any age.</p> <p>Introduces science and culture through the 'great lessons', stories about the unfolding of our world, also known as cosmic education.</p>	<p>Introduces new idea through art and fantasy story, which is not present in Montessori.</p> <p>Lots of focus on handiwork, crafts, art.</p> <p>Offers natural materials that encourage imagination, and fantasy play – encourages fantasy play.</p> <p>Strong focus on myths and world legends.</p> <p>Suggests a holistic approach to education – hearts, hand, and head.</p>	<p>Introduced important topics on peace, environment, human rights, the world through beautiful books.</p> <p>Linked to the Earth Charter, which we may want to use in the centre</p> <p>Uses beautiful books known as 'living books' to inspire ideas around protecting our world and respecting each other's diversity.</p>